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ABSTRACT

A study was conducted to identify and verify the professional competencies needed by extension agents in Florida. Closed form opinionnaires were used to survey 254 extension agents and fifteen state staff members concerning 158 competencies. Among the findings was that state staff members rated all competency categories higher than did incumbent extension agents. State staff members rated the most important to the least important competency categories as follows: program planning, maintaining professionalism, understanding human behavior, communication, program execution, public relations, teaching, research, evaluation, administration, and 4-H. Extension agents rated the most important to the least important competency categories as follows: maintaining professionalism, public relations, program planning, communication, program execution, understanding human behavior, teaching, evaluation, administration, research, and 4-H. Previous enrollment in 4-H was not a factor that influenced incumbent agents' perceptions regarding the importance of the competency categories. (LRA)

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# PROFESSIONAL COMPETENCIES NEEDED BY EXTENSION AGENTS IN THE FLORIDA COOPERATIVE EXTENSION SERVICE

A REPORT OF RESEARCH

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ABSTRACT

Purpose

The purpose of this study was to identify and verify the professional competencies needed by extension agents in Florida. In order to achieve this purpose, the following objectives were developed to provide the framework for conducting the research:

1. Identify professional competencies needed by extension agents of the Florida Cooperative Extension Service as perceived by incumbent staff.
2. Identify professional competencies needed by extension agents as perceived by the state administrative staff of the Florida Cooperative Extension Service.
3. Compare the perceptions of incumbent extension agents and the state staff regarding the competencies needed by extension agents in Florida.
4. Compare the perceptions of incumbent extension agents, via selected demographic characteristics, regarding professional competencies needed by extension agents in Florida.
5. Identify and describe selected demographic characteristics of extension agents in Florida.

Research Procedure

The population for this study consisted of county and multi-county extension agents and state staff members of the Florida Cooperative Extension Service. Two-hundred and fifty-four extension agents and 15 state staff members were identified, constituting the population investigated.

In order to obtain requisite information, closed form opinionnaires were developed, field tested, and refined to obtain data from county and multi-county

agents and state staff members. Two follow-up mailings were made to each group. Questionnaires were received from 214 (84 percent) of the county and multi-county staff and 10 (67 percent) of the state staff members.

Data pertaining to objectives one and two were analyzed by determining the mean response for each competency statement for each respondent group. The t-test was used to analyze data pertaining to objective three and multiple variate analysis of variance and analysis of variance was used to analyze data pertaining to objective four. Both used the .05 level of significance as the critical standard. To analyze data pertaining to objective five, frequency distributions were developed.

## Major Findings

1. Of the 158 competencies studied, incumbent extension agents recognized one (1 percent) as very low to low in importance, 33 (20 percent) as low to moderate in importance, 72 (46 percent) as moderate to high in importance, and 52 (33 percent) as high to very high in importance.
2. State staff members rated five (3 percent) of the competencies as low to moderate in importance, 46 (29 percent) as moderate to high in importance, and 107 (68 percent) as high to very high in importance.
3. State staff members rated all competency categories higher than did incumbent agents. In addition, significant differences existed at the .05 level between incumbent agents and state staff members relative to the following six competency categories: program planning; program execution; research; understanding human behavior; teaching; and 4-H.
4. State staff members rated the most important to the least important competency categories as follows: program planning; maintaining professionalism; understanding human behavior; communication; program execution; public relations; teaching; research; evaluation; administration; and 4-H.

5. Extension agents rated the most important to the least important competency categories as follows: maintaining professionalism; public relations; program planning; communication; program execution; understanding human behavior; teaching; evaluation; administration; research; and 4-H.
6. Significant differences existed among agricultural, home economics, and 4-H agents regarding the way they viewed the competency categories. The most substantial differences occured with respect to the 4-H competency category with highly significant differences occuring between 4-H extension agents when compared to agricultural agents and home economics agents.
7. Age, highest degree earned, and the number of agents employed in a county influenced how agents viewed each competency category.
8. Previous enrollment in 4-H was not a factor that influenced incumbent agents' perceptions regarding the importance of the competency categories.

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Appreciation is also extended to those who were involved in field testing the instrument. The assistance of several county and state extension personnel from Alabama and Georgia involved in reviewing the instrument is also appreciated. The assistance of the Department of Agricultural and Extension Education faculty and other faculty members in the cooperative extension service in planning this study and in developing and evaluating the instrument is gratefully acknowledged. Thanks also goes to Ms. Linda Krystopowicz and Ms. Ellen Sarris for their efforts in typing this manuscript. Appreciation is also extended to Dr. R. C. Littell, Associate Professor of Statistics, Institute of Food and Agricultural Sciences, for his assistance related to statistical analyses of the data.

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# CHAPTER 1

## INTRODUCTION

Professional competencies are those knowledges, skills, and/or attitudes important to all extension agents regardless of their technical specialty. Much attention has been given to these competencies for the development of curriculum, job analyses, training guides, and/or understanding of necessary communication skills. Several studies have dealt specifically with competencies necessary for 4-H agents (Moore and Quinn, 1967; Soobitsky and Cunningham, 1971; Sappington, Brown, Cheatham, Jones, Thompson, Thornhill, and Bonner, 1977), communication skills necessary for extension agents (McCormick, Cunningham, and Bender, 1968), job analyses (Jones, 1964), and the effectiveness of various research methods used to determine needs of beginning county agents (Clifton, 1969). Other studies developed guides, training models, or recommended curricula for agents dealing with necessary competencies for their jobs (Richardson and Eckard, 1972; Hutchinson, 1972; Mick, Paisley, Paisley, Coulson, Hull, Sanderson, Seider, and Wanger, 1973; Czarniecki,1978). Several other studies have sought to determine the professional competencies required by extension agents within specific states (Price, 1960; Findlay, 1969a, 1969b; Hampton, 1969; Kohl, 1968; and Peabody, 1968). No studies, however, have been conducted regarding the professional competencies needed by Florida extension agents.

Identification of the professional competencies needed by extension agents in Florida is important in developing educational programs for the extension agent. Also because of the uniqueness of the Cooperative Extension Service in Florida and the lack of data that can logically be generalized to Florida, it was important that research of this nature be conducted.

## Purpose and Objectives

The central purpose of this study was to identify and verify the professional competencies needed by extension agents in Florida. In order to achieve this purpose, the following objectives were developed to provide the framework for conducting the research:

1. Identify professional competencies needed by extension agents of the Florida Cooperative Extension Service as perceived by incumbent staff.
2. Identify professional competencies needed by extension agents as perceived by state staff of the Florida Cooperative Extension Service.
3. Compare the perceptions of incumbent extension agents and the state staff regarding the competencies needed by extension agents in Florida.
4. Compare the perceptions of incumbent extension agents, via selected demographic characteristics, regarding professional competencies needed by extension agents in Florida.
5. Identify and describe selected demographic characteristics of extension agents in Florida.

## Need For The Study

Extension clientele have diverse economic, educational, and social backgrounds. The clientele live in a world of continual technological, economic, and sociological change. Along with this diversity and change comes a greater range and variety of needs and goals. More demands are thus being placed upon extension agents to create new programs that will reach these clients and increase the adoption of innovations (McCormick, Cunningham, and Bender, 1968). The agent can meet these demands through

increased professional competency according to Price (1960) who stated, "The responsibility for providing additional educational opportunities to its clientele requires that the extension service maintain a high professional competence and performance among its employees. Professional performance may be judged by reference to essential criteria of a profession" (p.3). As explained by Yoder (1965), professional performance is often supported by "formal and somewhat standardized training" (p. 26-27).

Although the major goals of the extension service are similar throughout the nation, there is considerable flexibility within individual states and counties, allowing programs to vary according to local needs. "Extension's field programs tend to follow broad outlines consistent with national goals, but are conducted in the context of state needs" (Institute of Food and Agricultural Sciences, 1977, sec. 4305). In addition, the extension service in Florida is divided into six major areas which include agriculture, home economics, 4-H, expanded nutrition program, marine advisory, and community resources development with each of the program areas possessing some aspects which are unique in structure, local needs, and facilities, when compared to other states.

The need for this study was based upon two primary factors. First, extension agents need to possess the professional competencies necessary to meet the increased number of demands being made of them. Second, research in Florida regarding professional competencies needed by extension agents is absent. It was necessary, therefore, to identify and verify those competencies so that existing education programs could be modified and improved, in order to produce extension agents with the most critical professional education competencies. This study was conducted to document the professional competencies needed by county and multi-county extension personnel in Florida and to provide the foundation upon which to modify

and improve the extension education curriculum.

## Definition of Terms

For the purpose of this study, the following terms were defined:

Extension Agents are those persons employed as county or multi-county staff by the Cooperative Extension Service. This staff develops and administers, with the aid of volunteer leaders, a county educational program which embraces the areas of agriculture, home economics, expanded nutrition, marine advisory, community resources development, and youth educational programs through 4-H. County staff members refer to extension agents employed for one county. Multi-county staff members refer to extension agents employed for work in two or more counties.

State Staff Members are those persons employed by the Institute of Food and Agricultural Sciences, University of Florida, to supervise, administer, and provide consultative services to the statewide extension program in Florida. Included are the Dean for Extension, Associate Dean for Extension, Assistant Deans for Extension, Program Directors, Program Coordinators, Program Specialists, and District Agents.

In-Service Education refers to organized learning experiences provided through workshops or graduate studies for persons employed or planning to be employed as extension agents.

Joint State and County Staff is used in this report to refer to county and multi-county extension agents and state staff members as a combined group. The words joint staff are also used to denote the joint state and county staffs.

Pre-Service Education involves those organized learning experiences for prospective extension agents which prepare them for future employment as extension agents.

Professional Competencies are the knowledges, skills, and attitudes extension agents should possess to adequately perform their jobs as extension agents, exclusive of technical competencies. Examples would include planning lectures and programs and preparing budgets and reports. The words professional competency and competency are used as synonyms in the report.

## CHAPTER II

## REVIEW OF LITERATURE

As increasing demands are placed on the extension agent by the public, there develops a need for greater professional competency. In meeting these needs colleges and univeristies must determine what types of programs should be implemented to assist agents in meeting these increased demands. The following is a list and description of studies dealing with professional competencies needed by extension agents to perform their job.

Jones (1964) used activity records kept by each member of the Kansas Extension Service to identify job activities. Tasks identified from these records for each job position were categorized into: location in the organizational structure; nature and purpose of work; and major duties and qualifications. They were then compiled into a reference book of job analyses for the Kansas Extension Service. Activities were collected for the following positions: Director; Associate Director; Administrative Assistant; Assistant Director; State Leaders; Department Heads; Extension Specialists; District Agents; and County Extension Agents.

Richardson and Eckard (1972) combined the needs of beginning Colorado extension agents into a work introduction guide to the extension service. This guide, which was used with a Supervisor's Guide, included (1) personal and family needs, office and organizational procedures, and techniques in meeting the people; (2) the extension organization, position, job, duties, and roles; (3) the program development process; and (4) professional competence and improvement opportunities. Objectives and priorities as well as a checklist of areas which should be understood by the agent were included. Score cards for meetings and circular letters were included for the new agent to evaluate his performance. Similar work by Hutchinson (1972)

involved a handbook that outlined a training program for first-year Texas county agents and also included a section describing responsibilities of district agents, trainer agents, training teams, and trainees in the training program.

Mick, Paisley, Paisley, Coulson, Hull, Sanderson, Seider, and Wanger (1973) expressed concern over the amount of time that is often necessary to disseminate research information to clientele for practical application. From existing extension programs, personnel functions were used to develop models for educational change that emphasized the training of extension personnel for an active rather than a passive dissemination system. From these models, seven job/role descriptions were developed, each divided into selection criteria and task and skills/knowledge analyses. Twenty-eight training modules obtained from the task and skills/knowledge analyses were developed and tested for the various roles identified. The modules were classified into three groups--those that included required knowledge common to all trainees, skills for retrieval specialists only, and skills for both project managers and field agents.

Soobitsky and Cunningham (1971) studied the training needs of urban 4-H agents, specifically those working with disadvantaged clientele. A questionnaire was administered to agents, most of which were younger than 35 and had been employed for less than five years, from the 12 northeastern states. These agents were asked to respond to nine areas of competency and the results showed that the majority of agents perceived the headings under the areas of effective thinking and technical knowledge to be of equal importance to their job followed by both social systems and program planning and development.

Moore and Quinn (1967) measured North Carolina 4-H extension agents'

concepts of the difficulties encountered in their work in the 4-H community club and the training opportunities relative to that role. A questionnaire consisting of 37 tasks was divided into three phases with 11 in planning, 16 in execution, and 10 in evaluation. The questionnaire was sent to North Carolina 4-H extension agents who indicated how much difficulty they experienced. Some difficulty was experienced by the majority of agents in tasks related to planning, execution, and evaluation. The greatest diversity was found for level of difficulty in involving evaluation tasks. Various agent characteristics and perceptions were also collected and compared to the difficulties encountered by these agents. Differences were found relative to age, percentage of time devoted to 4-H Club work, length of tenure, and consideration of 4-H work as a major responsibility.

Price (1960) studied training needs of Arkansas extension agents using a questionnaire composed of nine performance areas. He stratified the results according to agent tenure, job responsibility classification, and evaluation records. Each area was divided into three areas of concern including the importance of these competencies to the agents' job, the agents' educational needs, and the agents' interest in graduate study. The sample consisted of 241 Arkansas county extension agents. Areas considered important by 80 percent or more of the respondents were abilities to analyze the county situation, to develop one's own leadership abilities, to identify leadership in the county, to organize effective program planning committees, to involve lay people in program development, to develop a long-term extension program, to identify problems and their priorities, to conduct effective farm and home visits, to use teaching methods effectively, and to understand the duties and responsibilities of the extension agent at the county level.

McCormick, Cunningham, and Bender (1968) made use of the critical inci-

dent technique to identify major communication concepts needed by cooperative extension and vocational agricultural educators. Twenty-seven communication concepts were presented to cooperative extension and vocational agricultural educators in graduate and in-service training programs who evaluated relevance to intellectual behavior. The identified concepts (e.g. affective behavior, feedback, and information) were related to other communication concepts and then fully defined. The following suggestions for objectives in graduate and in-service study in communication for adult educators were included: understand communication as a dynamic process; understand the importance of the concepts of communication in introducing educational change in agriculture; and increase the ability to evaluate the effectiveness of communication or the use of communication procedures.

Peabody (1968) also employed the critical incident technique and included six performance areas as a method of determining training needs of extension service personnel. This technique was used to obtain critical job requirements from the agent, identify training needs, and determine relationships or differences according to position of employment and tenure of the agent. The sample included 74 Michigan agents from which 444 critical incidents were obtained. Over 98 percent of the incidents reported by the agents were classified into six groups. Agents rated these groups, in order of importance, as follows: organizing groups; conducting programs; planning programs; evaluating programs; teaching and communicating; and administering. Results were also reported for frequency and difficulty of performance.

Kohl (1968) performed a similar study using the critical incident technique to determine behavioral requirements necessary for extension

agents and study situational factors related to these critical incidents. The factors studied included: most important subject content (social, technological, or combination), initiator of action (agent, others, or failure of agent to take action); most important contact between agent and others (individual, group, or mass audience); and social system with which the agent was involved. Nine hundred and seventy-five critical behaviors were assessed from the incidents collected. These behaviors were then categorized into 58 critical job requirements. Thus the behaviors and job requirements described the critical needs of agents in performing their job. Most effective agent performance was found when a combination of social and technical skills were necessary in a particular situation, and when a socially-structured situation existed. The same was found when the agent rather than others initiated action. Ability to understand their job and their role in it, varied among agents. Kohl (1968) stated that evidence from the critical needs described by the agents suggested that effectiveness of a worker may be influenced by the tangibility of the subject area with which he deals.

Findlay (1969a) received 419 critical incidents from 211 New York extension agents using the critical incident technique. These were divided into four major areas: systems growth and development; planned change and development; management of change and development; and influencing adoption and innovation. These categories, and the concepts listed under each one, formed a series of models of critical functions and processes designed to serve as teaching objectives in an extension education program. Some of these concepts included the systems concept, growth and development, purposeful change, problem solving, decision making, planning, influence, and persuasion.

Findlay (1969b) also used the critical incident technique to group identified behaviors necessary for an extension agent into seven categories including preconditioned or set behavior, programming, mobilizing resources and facilitating action, coordinating action to administer agency programs and activities, providing voluntary leadership, influencing clientele evaluations and adoption of innovations, and regulating programs and activities. The following concepts that related to these behavior categories were then identified: the system and its growth and development; the planning of change and development; the management of change and development; and influencing the evaluation and adoption of innovations. These categories and their resulting behaviors and the related concepts were designed to be used to develop a curriculum for training extension agents.

Sappington, Brown, Cheatham, Jones, Thompson, Thornhill, and Bonner (1977) developed a questionnaire to determine necessary competencies of extension 4-H Agents. The study involved a 30 percent random sample of county, multi-county, and state-level professional staff as well as county chairpersons and volunteer leaders involved in the 4-H program from all 50 states. A 96 percent return was received. Seventy-five competencies, grouped into the following categories, were identified: administration; communication; staffing; program planning; program execution; teaching; and evaluation. Findings were related to the variables of region, age, title, tenure, percent time spent in 4-H duties, and educational level.

Czarniecki (1978) described the current pre-professional extension education programs in the United States, compared the levels of competency for beginning extension workers with the desired level, and presented recommendations for a pre-service extension curriculum for Oklahoma. The study included a summary of the present situation of various programs throughout the United States. The ranking of the competencies according

to importance of subject categories studied were as follows: management; supervision; administration; communication skills; adult education; leadership; teaching methods; program planning; youth education; program evaluation; and extension organization, objectives, and philosophy.

Hampton (1969) conducted a critical incident study of 204 North Carolina extension agents and used a role model to evaluate the 402 critical incidents received. The incidents were categorized into three areas; 243 in planning; 153 in execution; and six in evaluation. For the most part, agents considered planning or executive functions to be more important than evaluation.

Clifton (1969) identified, studied, and compared the effectiveness of different research methods to determine needs of beginning county agents for in-service training in Texas. The study involved all Texas county extension agents employed in 1966 or 1967 who were still working in January 1969, a total of 86. Data from men and women respondents were analyzed separately, and three different methods were compared. The survey consisted of a questionnaire listing 27 competencies divided into six broad areas: cooperative extension service; program development; the educational process; social systems; communication; and technology. Agents were asked to indicate their degree of understanding of the competency at the time of employment in the cooperative extension service. The second method, analysis of college transcripts, made use of two instruments which totaled hours of course work under 24 designated subject areas which were then related to the six competencies. The third method used by Clifton was the supervisor's job performance rating. The instrument asked the supervisor to designate the agent's performance in various competency areas as: 1 - unsatisfactory; 2 - below average; 3 - average; 4 - above average; or 5 - outstanding. It was concluded that the agent survey was the most effective. On the average

the respondents scored highest in the categories of educational process and social systems. All 27 competencies were determined necessary for all agents to be able to perform by the end of their first year of work experience.

After reviewing the literature, it becomes obvious that several studies have been conducted for the purpose of identifying, validating, and examining the professional competencies needed by extension agents. However, information regarding the professional competencies needed by extension agents in Florida is practically non-existent. No research study regarding this topic has been conducted in Florida, nor could any be generalized to Florida. Consequently, there existed a need to conduct this study to provide the research basis to properly document the professional competencies needed by Florida extension agents and to provide the foundation for developing educational programs for extension agents in Florida.

# CHAPTER III

## RESEARCH PROCEDURE

This chapter reports the research procedures employed to accomplish the major purpose and objectives of the study and is divided into the following sections: (1) population investigated; (2) instrumentation; (3) data collection procedures; and (4) statistical analyses.

### Population Investigated

The population for this study consisted of county and multi-county agents and state staff members of the Florida Cooperative Extension Service. Because accurate data regarding extension agents were not available to stratify the population for sampling purposes the entire population of agents was surveyed. Also, due to the small number, all state staff members were surveyed. The names and addresses of the potential respondents were obtained from the Faculty List (Institute of Food and Agricultural Sciences, 1978). Two-hundred and fifty-four extension agents and fifteen state staff members from Florida constituted the population investigated.

### Instrumentation

In order to obtain requisite information, closed form opinionnaires were developed to obtain data from extension agents and state staff members. Other data collection procedures were considered; however, the closed form opinionnaire was determined the most appropriate method for obtaining the required data because of the population size, the diverse types of programs in the state, and necessity to construct a procedure that would elicit necessary information while requiring a minimum of the respondents time.

Originally, 500 professional education competency statements were developed as a result of reviewing relevant literature (Clifton, 1969;

Czarniecki, 1978, Findlay, 1969a; Findlay, 1969b; Hampton, 1969; Hutchinson, 1972; Jones, 1964; Kohl, 1968; McCormick, Cunningham, and Bender, 1968; Mick, Paisly, Paisley, Coulson, Hull, Sanderson, Seider, and Wanger, 1973; Moore and Quinn, 1967, Peabody, 1968; Price, 1960; Richardson and Eckard, 1972; Sappington, Brown, Cheatham, Jones, Thompson, Thornhill, and Bonner, 1977; and Soobitsky and Cunningham, 1971) and conferring with members of the University of Florida faculty in agricultural and extension education and extension administration.

On December 12, 1978 a letter (Appendix A), a tentative instrument which included the 500 competency statements, and a self-addressed, stamped return envelope were mailed to a jury consisting of eight selected state and county staff members of the Florida Cooperative Extension Service and three faculty members in the Department of Agricultural and Extension Education. Jury members were asked to evaluate the instrument by: (1) reading each statement for clarity, relevance, and possible importance to the study; (2) making any comments or suggestions in the space provided below each statement; (3) completing the questionnaire by responding to each statement; (4) listing any additional professional competencies that should be included on the instrument; and (5) deleting or combining items. Six members from the Florida Cooperative Extension Service Staff (75 percent), and all Agricultural and Extension Education faculty responded to the request. As a result of their input a revised list of 159 competencies was developed.

Because the entire population of the study was to be surveyed with the final instrument, ten county and ten state staff members from the Georgia and Alabama Cooperative Extension Services were asked to evaluate the revised instrument. Using the same criteria cited above, the seven Georgia and Alabama respondents (35 percent) provided suggestions which resulted in the final list of 158 competency statements.

Opinionnaire reliability was established using the computer program ITEMPACK (Campbell and Bohrnstedt, 1970). This program uses Cronbach's alphas to provide a measure of reliability of Likert scales and is an elaboration of the Kuder-Richardson Formula 20. Cronbach's coefficient alphas for each of the 11 competency categories were as follows: program planning, .88; program execution, .80; evaluation, .90; research, .91; communication, .85; administration, .98; understanding human behavior, .92; public relations, .86; teaching, .94; maintaining professionalism, .97; and 4-H, .99.

The closed form opinionnaire that resulted was divided into two sections for the county and multi-county staff form (Appendix B) and one section for the state staff form (Appendix C). Section I of the opinionnaire was designed to obtain data regarding the professional competencies needed by county and multi-county extension agents in the Florida Cooperative Extension Service. The statements in Section I were responded to on a six-point Likert scale with numerical values assigned for all possible responses as follows: 0 - No Importance (Not Applicable); 1 - Very Low Importance; 2 - Low Importance; 3 - Moderate Importance; 4 - High Importance; and 5 - Very High Importance. The purpose of Section II of the opinionnaire was to obtain from respondents pertinent demographic data. Respondents were asked to check the appropriate response. Opinionnaires were color coded for each respondent group.

## Data Collection Procedure

Opinionnaires were numerically coded to provide a method of determining respondents thus enabling the investigators to initiate follow-up procedures and to afford a degree of anonymity to each respondent. Two cover letters were developed, one for county and multi-county staff (Appendix D) and one for state staff (Appendix E), to explain the purpose of the research and to solicit participation and response.

On February 9, 1979 a cover letter, appropriately coded opinionnaires, and a self-addressed, stamped envelope were mailed to each of the 269 subjects identified in the population. Twenty-six days after the initial mailing on March 8, 1979 a follow-up letter to non-responding county and multi-county staff (Appendix F) and state staff members (Appendix G), with a coded opinionnaire, and a stamped, self-addressed return envelope were mailed.

April 1, 1979 was set as a final deadline date for receiving opinionnaires. On that date, 224 completed opinionnaires had been received. Questionnaires were received from 214 (84 percent) of the county and multi-county staff and 10 (67 percent) of the state staff members.

## Statistical Analyses

Each item response was transferred from the completed opinionnaires to IBM cards by the University of Florida Data Processing Center. Each card was subsequently verified in order to detect and correct errors.

Data pertaining to objectives one and two were analyzed by determining the mean responses for each competency statement for extension agents and for state staff. The t-test was used to analyze data pertaining to objective three, while analysis of variance and multiple variate analysis of variance was used to analyze data pertaining to objective four. The .05 level of significance was set as the critical standard. To analyze data pertaining to objective five, frequency distributions were developed for each demographic variable obtained for county staff members.

All statistical analyses were conducted using the Statistical Analysis System (Barr, Goodnight, Sall, and Helwig, 1976) for the IBM installation at the University of Florida. The findings resulting from analyses of these data are reported in Chapter IV.

# CHAPTER IV

## PRESENTATION AND ANALYSES OF DATA

This chapter presents data that identifies the importance of professional education competencies needed by extension agents in Florida as perceived by incumbent agents and state staff members. Additionally, data are presented that compare perceptions of incumbent agents and state staff members. Comparisons of the perceptions of agents according to selected demographic characteristics are displayed as well as demographic data regarding extension agents in Florida. The competency statements were responded to on a six-point Likert scale with numerical values assigned to all possible responses as follows: 0 - No Importance (Not Applicable); 1 - Very Low Importance; 2 - Low Importance; 3 - Moderate Importance; 4 - High Importance; and 5 - Very High Importance.

### Objectives One and Two

Objective one sought to identify the professional education competencies needed by extension agents as perceived by incumbent agents while objective two was designed to identify the professional education competencies needed by extension agents as perceived by state administrative staff members. Data pertaining to objectives one and two were analyzed by determining the mean response for each competency statement. Also, each competency statement was categorized into one of the following competency categories: program planning; program execution; evaluation; research; communication; administration; understanding human behavior; public relations; teaching; maintaining professionalism; and 4-H. The results by competency category are presented in Tables 1 through 11.

Table 1

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Program Planning

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Develop a calendar of activities | 4.16 | 3.80 |
| 2. | Determine needs of clientele for extension programs | 4.75 | 5.00 |
| 3. | Determine objectives of the county program | 4.44 | 4.80 |
| 4. | Determine program priorities | 4.57 | 4.90 |
| 5. | Prepare an annual program of work for your area of responsibility | 4.01 | 4.60 |
| 6. | Prepare a long-range program of work | 3.70 | 4.10 |
| 7. | Use an advisory committee | 4.10 | 4.70 |
| 8. | Involve co-workers and community agencies in program planning | 3.98 | 4.30 |
| 9. | Invole specialists and other resource people in program planning | 3.82 | 4.40 |
| 10. | Involve extension support groups and clientele traditionally served in program planning | 4.09 | 4.50 |
| 11. | Organize an advisory committee | 4.02 | 4.50 |

Table 2

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Program Execution

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Follow a calendar of activities | 3.92 | 4.00 |
| 2. | Follow a written program of work | 3.63 | 4.10 |
| 3. | Provide leadership for program planning and execution | 4.31 | 4.80 |
| 4. | Develop rapport with clientele | 4.80 | 4.80 |
| 5. | Complete SEMIS Reports | 2.91 | 3.30 |
| 6. | Use a variety of techniques to influence people to change | 4.40 | 4.50 |
| 7. | Involve others in executing plans | 4.17 | 4.40 |
| 8. | Identify and use early adopters or opinion leaders in extension programs | 3.99 | 4.70 |
| 9. | Conduct farm and home visits | 3.74 | 3.70 |
| 10. | Select cooperators for trials and result demonstrations | 3.53 | 4.40 |
| 11. | Develop problem solving skills in clientele | 4.09 | 4.80 |

Table 3

Means Obtained From Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Evaluation

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 1. Evaluate the effectiveness of a county or multi-county extension program | 4.27 | 4.50 |
| 2. Evaluate your performance as an extension agent | 4.37 | 4.60 |
| 3. Evaluate the performance of the extension staff | 3.77 | 3.60 |
| 4. Interpret the impact of change and/or trends upon clientele served | 4.20 | 4.90 |
| 5. Develop survey instruments | 3.19 | 3.70 |
| 6. Conduct surveys | 3.07 | 3.50 |
| 7. Interpret results of a survey | 3.28 | 3.90 |
| 8. Analyze reports | 3.41 | 4.20 |
| 9. Evaluate results of an extension event or activity | 4.19 | 4.20 |

Table 4

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Research

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 1. Interpret research findings | 3.76 | 4.40 |
| 2. Apply research findings when making recommendations to clientele | 4.21 | 4.90 |
| 3. Use the experimental approach (research trials or demonstration plots) in extension work | 3.28 | 4.40 |
| 4. Cooperate with experiment station and university research faculty | 3.85 | 4.90 |
| 5. Identify problems requiring additional research | 3.98 | 4.70 |
| 6. Keep current in research findings | 4.25 | 5.00 |
| 7. Conduct a literature search utilizing library resources without the aid of a computer | 2.43 | 2.10 |
| 8. Conduct a literature search utilizing computer services | 2.36 | 2.80 |

Table 5

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Communication

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Conduct telephone conversations | 4.28 | 4.20 |
| 2. | Establish communications among members of the county extension staff | 4.50 | 4.90 |
| 3. | Compose written communication | 4.33 | 4.60 |
| 4. | Write and/or complete reports | 3.89 | 4.50 |
| 5. | Communicate orally to groups | 4.62 | 4.80 |
| 6. | Communicate orally to individuals | 4.64 | 4.70 |
| 7. | Communicate non-verbally | 3.92 | 3.70 |
| 8. | Possess listening skills | 4.60 | 4.80 |
| 9. | Prepare and present radio programs | 3.54 | 3.90 |
| 10. | Prepare and present TV programs | 2.96 | 3.80 |
| 11. | Prepare newspaper articles | 3.98 | 4.10 |

Table 6

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Administration

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Manage work consistent with resources | 4.24 | 4.50 |
| 2. | Coordinate use of equipment, facilities and resources with office staff | 3.94 | 4.60 |
| 3. | Assist in budget preparation | 3.59 | 3.70 |
| 4. | Supervise budget expenditures | 3.32 | 3.30 |
| 5. | Possess knowledge of the history, philosophy, objectives and organization of the extension service | 3.67 | 4.10 |
| 6. | Formulate realistic goals for the extension program | 4.26 | 4.50 |
| 7. | Manage time effectively | 4.66 | 4.80 |
| 8. | Coordinate work schedules of staff | 3.34 | 3.90 |
| 9. | Follow proper business procedures in acquiring resources and expending funds | 3.80 | 4.40 |
| 10. | Identify the long-range facility, equipment and supply needs | 3.51 | 3.90 |
| 11. | Select and supervise personnel | 3.61 | 3.80 |
| 12. | Understand how policies are formulated | 3.66 | 4.50 |
| 13. | Identify policies specific to your area(s) of responsibility | 4.14 | 4.50 |
| 14. | Supervise secretaries and other support staff | 3.76 | 3.40 |
| 15. | Organize and use staff committees | 2.71 | 3.50 |
| 16. | Conduct staff conferences | 3.05 | 3.80 |
| 17. | Promote intra-office communications | 3.77 | 4.60 |

Table 6
(continued)

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 18. Develop in staff members an understanding of their role | 3.54 | 4.40 |
| 19. Delegate responsibility and authority | 3.80 | 4.20 |
| 20. Orient new staff members | 3.70 | 4.50 |
| 21. Communicate extension policies and procedures on promotion and salary | 3.17 | 3.90 |
| 22. Identify retirement and insurance policies and procedures | 2.94 | 3.80 |
| 23. Explain fringe benefit policy | 2.86 | 3.60 |
| 24. Provide recognition for staff | 3.42 | 4.10 |
| 25. Maintain staff morale | 4.01 | 4.20 |
| 26. Prepare job descriptions | 3.31 | 3.80 |
| 27. Select competent staff | 3.61 | 4.20 |
| 28. Develop leadership potential in staff | 3.58 | 4.10 |
| 29. Provide staff supervision | 3.38 | 3.40 |
| 30. Analyze personnel records | 2.70 | 3.10 |
| 31. Determine interrelationships of staff roles | 2.98 | 3.80 |

Table 7

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Understanding Human Behavior

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Apply principles of motivation | 4.29 | 4.90 |
| 2. | Identify factors influencing people to become involved | 4.21 | 4.90 |
| 3. | Identify functions of agricultural organizations | 3.30 | 3.60 |
| 4. | Determine the effect of pressure groups on the thinking process | 3.64 | 3.90 |
| 5. | Recognize factors influencing goal setting | 3.86 | 4.50 |
| 6. | Apply factors affecting behavior of people | 4.00 | 4.60 |
| 7. | Ability to influence people to accept change | 4.27 | 4.80 |
| 8. | Analyze the power structure within the community | 4.01 | 4.60 |
| 9. | Identify pressure groups within the community | 3.81 | 4.10 |
| 10. | Utilize knowledge of the interaction of people in groups | 3.93 | 4.20 |
| 11. | Utilize the pattern of interdependence of the various groups in the county to cause change | 3.68 | 4.20 |

Table 8

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Public Relations

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 1. Manage correspondence promptly | 4.38 | 4.30 |
| 2. Provide recognition for achievement | 4.25 | 4.30 |
| 3. Deal with complaints | 4.31 | 4.30 |
| 4. Promote effective working relationships with the mass media | 4.39 | 4.60 |
| 5. Establish rapport with organizations and agencies | 4.40 | 4.70 |
| 6. Publicize activities through appropriate channels | 4.44 | 4.30 |
| 7. Use a camera | 3.58 | 3.20 |
| 8. Foster supportive relationships with appropriate agencies, organizations and individuals | 4.17 | 4.50 |

Table 9

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Teaching

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Identify and use principles and procedures in teaching adults and youth | 4.27 | 4.70 |
| 2. | Employ principles of learning in teaching | 4.29 | 4.80 |
| 3. | Develop instructional materials | 4.12 | 3.70 |
| 4. | Select instructional materials | 4.25 | 4.40 |
| 5. | Select teaching methods and techniques for particular situations | 4.48 | 4.70 |
| 6. | Present information with a lecture | 3.74 | 3.70 |
| 7. | Present a concept, principle or skill through a method demonstration | 4.09 | 4.60 |
| 8. | Present information with the assistance of resource persons | 3.97 | 4.50 |
| 9. | Present information with slides | 3.89 | 4.30 |
| 10. | Present information with sound motion pictures | 3.38 | 4.20 |
| 11. | Present information with televised and video-taped materials | 2.65 | 3.80 |
| 12. | Present information with charts | 3.49 | 3.90 |
| 13. | Present information with a chalkboard | 3.40 | 3.90 |
| 14. | Conduct result demonstrations | 3.67 | 4.60 |
| 15. | Conduct group discussions, panel discussions and symposiums | 3.79 | 4.30 |
| 16. | Design educational exhibits | 3.60 | 3.60 |
| 17. | Employ reinforcement techniques | 3.71 | 4.50 |

Table 9
(continued)

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 18. Employ techniques of group dynamics | 3.62 | 4.60 |
| 19. Employ the problem solving approach in teaching | 3.85 | 4.50 |
| 20. Employ questioning techniques | 3.76 | 4.30 |
| 21. Organize and conduct tours | 3.33 | 4.10 |

Table 10

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to Maintaining Professionalism

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 1. Identify opportunities for professional improvement | 4.17 | 4.10 |
| 2. Develop a plan for professional development | 4.03 | 4.40 |
| 3. Maintain professional competence | 4.63 | 4.80 |
| 4. Establish and maintain a professional philosophy | 4.41 | 4.30 |

Table 11

Means Obtained from Extension Agents and State Staff Regarding the Importance of Professional Competencies Pertaining to 4-H

| | Competencies | Means | |
|---|---|---|---|
| | | Extension Agents | State Staff |
| 1. | Organize a county 4-H foundation committee | 2.30 | 2.60 |
| 2. | Establish criteria for selecting 4-H volunteer leaders | 2.87 | 4.30 |
| 3. | Train volunteer 4-H leaders | 3.39 | 4.70 |
| 4. | Develop a constitution and by-laws for county 4-H program | 2.33 | 2.90 |
| 5. | Evaluate 4-H clubs | 2.75 | 3.80 |
| 6. | Identify and apply affirmative action requirements | 3.12 | 4.50 |
| 7. | Develop affirmative action plan dealing with 4-H | 2.91 | 4.50 |
| 8. | Coordinate 4-H program with other extension programs | 3.39 | 4.50 |
| 9. | Develop 4-H annual plan of work | 2.76 | 3.90 |
| 10. | Explain 4-H project record keeping | 2.73 | 4.30 |
| 11. | Assist volunteer leaders in organizing 4-H clubs | 3.10 | 4.30 |
| 12. | Obtain parental interest, cooperation, and involvement in 4-H activities | 3.33 | 4.20 |
| 13. | Identify and recruit paraprofessionals | 2.68 | 3.80 |
| 14. | Support and supervise paraprofessionals | 2.86 | 3.90 |
| 15. | Teach 4-H paraprofessionals to help meet the needs of the 4-H program | 2.77 | 3.90 |
| 16. | Develop 4-H contests and awards programs | 2.58 | 3.40 |

Table 11
(continued)

| Competencies | Means | |
|---|---|---|
| | Extension Agents | State Staff |
| 17. Provide officer training for 4-H officers | 2.65 | 3.60 |
| 18. Organize 4-H clubs | 2.86 | 3.60 |
| 19. Divide and reorganize membership when clubs become too large | 2.32 | 2.90 |
| 20. Coordinate 4-H programs with other youth related organizations | 2.34 | 4.00 |
| 21. Organize a 4-H advisory council | 2.66 | 4.10 |
| 22. Coordinate activities of other county professional personnel with 4-H responsibilities | 2.96 | 4.30 |
| 23. Coordinate work of all volunteer 4-H leaders | 2.67 | 4.20 |
| 24. Guide members in selecting projects | 2.57 | 3.40 |
| 25. Outline the organization and specify the purposes of state 4-H councils | 1.90 | 3.40 |
| 26. Determine the needs, interests, values, attitudes, and desires of youth | 3.16 | 4.40 |
| 27. Plan educational programs based on identified needs of youth | 3.31 | 4.80 |
| 28. Evaluate progress and development of 4-H members | 2.82 | 4.30 |
| 29. Supervise 4-H member's participation in 4-H events | 2.72 | 3.30 |
| 30. Identify the importance and uses of youth camps in the 4-H program | 2.60 | 4.00 |
| 31. Maintain a working relationship among volunteer 4-H staff | 3.15 | 4.40 |
| 32. Recruit volunteer 4-H leaders | 3.38 | 4.33 |
| 33. Solicit contributions for county 4-H programs | 2.69 | 3.11 |

The mean obtained for each of the competency statements in a competency category was grouped into one of the following categories: very low importance to low importance (means from 1.00 - 1.99); low to moderate importance (means from 2.00 - 2.99); moderate to high importance (means from 3.00 - 3.99); and high to very high importance (means from 4.00 - 5.00). Table 12 displays the competency categories and the mean grouping of the competency statements for incumbent extension agents. It may be observed that of the 158 competencies studied, incumbent extension agents recognized one ( 1 percent) as very low to low in importance, 33 (20 percent) as low to moderate in importance, 72 (46 percent) as moderate to high in importance, and 52 (33 percent) as high to very high in importance. Table 13 displays the mean grouping by competency categories for each competency statement as perceived by the state extension administrative staff. State staff members rated none of the competencies as very low to low in importance, five (3 percent) as low to moderate in importance, 46 (29 percent) as moderate to high in importance, and 107 (68 percent) as high to very high in importance.

Both respondent groups were asked to list additional competencies that they believed were important but were not included on the instrument. Table 14 displays additional competencies that were listed by incumbent extension agents and Table 15 displays additional competencies that were listed by state staff members. It may be observed that both respondents listed additional competencies, many of which dealt with positive attitudes and the ability to effectively communicate with people. It is also noteworthy to mention that both groups listed competencies related to securing funds from external agencies as an important competency for extension agents to possess.

Table 12

Mean Grouping of Competency Statements by Competency Category for Incumbent Extension Agents

| Competency Category | Number of Competencies | Mean Grouping | | | |
|---|---|---|---|---|---|
| | | 1.00-1.99 | 2.00-2.99 | 3.00-3.99 | 4.00-5.00 |
| Program Planning | 11 | 0 | 0 | 3 | 8 |
| Program Execution | 11 | 0 | 1 | 5 | 5 |
| Evaluation | 9 | 0 | 0 | 5 | 4 |
| Research | 8 | 0 | 2 | 4 | 2 |
| Communication | 11 | 0 | 1 | 4 | 6 |
| Administration | 31 | 0 | 5 | 21 | 5 |
| Understanding Human Behavior | 11 | 0 | 0 | 6 | 5 |
| Public Relations | 8 | 0 | 0 | 1 | 7 |
| Teaching | 21 | 0 | 1 | 14 | 6 |
| Maintaining Professionalism | 4 | 0 | 0 | 0 | 4 |
| 4-H | 33 | 1 | 23 | 9 | 0 |
| Total | 158 | 1 | 33 | 72 | 52 |

Table 13

Mean Grouping of Competency Statements by Competency Category for State Staff

| Competency Category | Number of Competencies | Mean Grouping | | | |
|---|---|---|---|---|---|
| | | 1.00-1.99 | 2.00-2.99 | 3.00-3.99 | 4.00-5.00 |
| Program Planning | 11 | 0 | 0 | 1 | 10 |
| Program Execution | 11 | 0 | 0 | 2 | 9 |
| Evaluation | 9 | 0 | 0 | 4 | 5 |
| Research | 8 | 0 | 2 | 0 | 6 |
| Communication | 11 | 0 | 0 | 3 | 8 |
| Administration | 31 | 0 | 0 | 15 | 16 |
| Understanding Human Behavior | 11 | 0 | 0 | 2 | 9 |
| Public Relations | 8 | 0 | 0 | 1 | 7 |
| Teaching | 21 | 0 | 0 | 6 | 15 |
| Maintaining Professionalism | 4 | 0 | 0 | 0 | 4 |
| 4-H | 33 | 0 | 3 | 12 | 18 |
| Total | 158 | 0 | 5 | 46 | 107 |

Table 14

Additional Competencies Listed
By Extension Agents

| Competencies |
|---|
| 1. Tolerate people and their questions |
| 2. Adjust program development to the present capabilities of available specialist and research staff |
| 3. Recommend reporting procedure changes to minimize duplicating and maximize efficiency |
| 4. Be able to communicate at various educational levels without being offensive |
| 5. Be able to adjust ones own behavior based on rational objective fact and not on an emotional or subjective basis |
| 6. Appearance |
| 7. Manners |
| 8. Behavior |
| 9. Be viewed by clientele as a knowledgeable authority in a speciality area |
| 10. Organize large events |
| 11. Obtain grants |
| 12. Develop a dedicated attitude |
| 13. Determination to achieve |
| 14. Journalistic ability |
| 15. Sympathetic attitude for people |
| 16. Positive attitude toward the aging |
| 17. Time and resource management |
| 18. Sense of humor |
| 19. Patience in dealing with the public |
| 20. Objectivity and neutrality |
| 21. Resourcefulness and knowledgeable |

Table 14
(continued)

| Competencies |
|---|
| 22. Participate in professional organizations |
| 23. Develop a filing system |
| 24. Newsletter preparation |
| 25. Patience with people |
| 26. Willingness to work with groups to meet affirmative action requirements |
| 27. Course in teaching methods |
| 28. Agents should be trainees before taking a position |
| 29. Maintaining a professional attitude |
| 30. Maintaining professional appearance |
| 31. Expertise in judging activities |
| 32. Expertise in home economics |
| 33. Ability to understand and relate to and work with handicapped, illiterate, and low income people |
| 34. Ability to work with all races of people |
| 35. Complete audio-visual instruction and use |
| 36. Work with 4-H and youth groups in area of dairy work |
| 37. Recruit volunteer adult leaders in home economics |
| 38. Ability to communicate and relate to audiences of different educational and socio-economic levels |
| 39. Commitment |
| 40. Attitude toward serving people |
| 41. Ability to work with many types of people |
| 42. Secretarial skills |
| 43. Self-determination and self-confidence |
| 44. Specialized training in the area of responsibility |

Table 14
(continued)

| Competencies |
|---|
| 45. Skills in conducting programs and demonstrations |
| 46. Bilingual and English-Spanish ability |
| 47. Communication skills |
| 48. Ability to scale educational information to the needs of an audience |
| 49. Work with "money sources" to get more equipment funds |
| 50. Ability to complete reports |
| 51. Courtesy |
| 52. Follow-through |
| 53. Maintain specialized knowledge |
| 54. Management of time and work load |
| 55. Develop job related subject matter skills |
| 56. Ability to coordinate local, state, and federal goals into one course of action |

Table 15

Additional Competencies Listed
By State Staff Members

| Competencies |
|---|
| 1. Positive attitude |
| 2. Ability to work with people |
| 3. Innovative |
| 4. Well organized |
| 5. Complete tasks before deadlines |
| 6. Prepare proposals to other agencies to fund community projects |

## Objective Three

The third objective sought to compare perceptions of incumbent extension agents and state staff members regarding professional competencies needed by extension agents. Data pertaining to this objective were analyzed using the t-test with the .05 level of significance as the critical standard.

The 158 competencies were divided into 11 categories. For the purpose of analysis, an overall mean was determined for each competency category for extension agents and state staff. The results of these analyses are displayed in Table 16. It may be observed that state staff members rated all competency categories higher than did extension agents and significant differences were detected for six of the 11 categories. Those categories where significant differences existed were: program planning; program execution; research; understanding human behavior; teaching; and 4-H. Significant differences did not exist in the following categories: evaluation; communication; adminstration; public relations; and maintaining professionalism. Furthermore, state staff members rated the most important to the least important competency categories as follows: program planning; maintaining professionalism; understanding human behavior; communication; program execution; public relations; teaching; research; evaluation; adminstration; and 4-H. Extension agents rated the most important to the least important competency categories as follows: maintaining professionalism; public relations; program planning; communication; program execution; understanding human behavior; teaching; evaluation; adminstration; research; and 4-H.

Table 16

t-Test Comparisons Between the Means of Extension Agents and State Staff Members Regarding the Importance of Each Competency Category

| Competency Category | N | Mean | t-Ratio |
|---|---|---|---|
| Program Planning | | | |
| Extension Agents | 211 | 4.15 | -2.07* |
| State Staff | 10 | 4.51 | |
| Program Execution | | | |
| Extension Agents | 211 | 3.96 | -2.31* |
| State Staff | 10 | 4.32 | |
| Evaluation | | | |
| Extension Agents | 208 | 3.76 | -1.67 |
| State Staff | 10 | 4.12 | |
| Research | | | |
| Extension Agents | 208 | 3.52 | -2.09* |
| State Staff | 10 | 4.15 | |
| Communication | | | |
| Extension Agents | 210 | 4.12 | -1.48 |
| State Staff | 10 | 4.36 | |
| Administration | | | |
| Extension Agents | 209 | 3.55 | -1.27 |
| State Staff | 10 | 4.03 | |
| Understanding Human Behavior | | | |
| Extension Agents | 211 | 3.91 | -2.11* |
| State Staff | 10 | 4.39 | |

Table 16 (continued)

| Competency Category | N | Mean | t-Ratio |
|---|---|---|---|
| Public Relations | | | |
| Extension Agents | 211 | 4.24 | - .20 |
| State Staff | 10 | 4.28 | |
| Teaching | | | |
| Extension Agents | 211 | 3.78 | |
| State Staff | 10 | 4.27 | -2.47* |
| Maintaining Professionalism | | | |
| Extension Agents | 211 | 4.31 | - .46 |
| State Staff | 10 | 4.40 | |
| 4-H | | | |
| Extension Agents | 207 | 2.82 | -2.10* |
| State Staff | 10 | 3.93 | |

* Significant at the .05 level

## Objective Four

The fourth objective of this study was designed to compare perceptions of incumbent extension agents regarding professional education competencies needed by extension agents according to selected demographic characteristics. The competency statements were placed into 11 categories for the purpose of analysis and data were analyzed using multiple variate analysis of variance and analysis of variance with the .05 level of significance as the critical standard.

Agents perceptions were partitioned by the following primary areas of responsibility: agriculture; home economics; and 4-H. The other areas were omitted because of the small number of respondents. Multiple variate analysis of variance indicated highly significant differences (.0001 level) regarding the way the three respondent groups viewed the competency categories. Analysis of variance results are displayed in Table 17. Significant differences at the .05 level were determined among the groups for three of the 11 categories. The competency categories when significant differences resulted were: program planning; research; and 4-H. Duncan's multiple range test revealed that significant differences existed: between agricultural agents and home economics agents regarding program planning; between agricultural agents and home economic agents, agricultural agents and 4-H agents, and home economics agents and 4-H agents concerning research; and between 4-H agents and agricultural agents and 4-H agents and home economics agents pertaining to 4-H. Because of the substantial differences that emerged pertaining to the 4-H competency category, Table 18 lists the competencies in that category as well as the mean response by the respondent groups.

Table 17

Analysis of Variance Results from Extension Agents with Primary Responsibility in Agriculture (AG), Home Economics (HE), and 4-H (4-H) Regarding the Importance of the Professional Competency Categories

| Competency Category | Means | | | F-Ratio | PR>F |
|---|---|---|---|---|---|
| | AG N=80 | HE N=42 | 4-H N=27 | | |
| Program Planning | 4.05 | 4.33 | 4.27 | 4.98 | .008 |
| Program Execution | 3.97 | 3.99 | 3.87 | .62 | .541 |
| Evaluation | 3.66 | 3.87 | 3.89 | 2.10 | .126 |
| Research | 3.80 | 3.43 | 2.90 | 10.72 | .000 |
| Communication | 4.11 | 4.25 | 4.14 | 1.33 | .267 |
| Administration | 3.38 | 3.71 | 3.09 | 2.05 | .132 |
| Understanding Human Behavior | 3.91 | 3.92 | 3.93 | .02 | .984 |
| Public Relations | 4.17 | 4.39 | 4.20 | 2.92 | .057 |
| Teaching | 3.82 | 3.87 | 3.69 | .75 | .475 |
| Maintaining Professionalism | 4.37 | 4.37 | 4.16 | 1.43 | .242 |
| 4-H | 2.38 | 2.63 | 4.07 | 11.99 | .000 |

Table 18

Means Obtained from Agricultural (AG), Home Economics (HE), and 4-H (4-H) Extension Agents Regarding the Importance of Professional Competencies Pertaining to 4-H

| Competencies | Means | | |
|---|---|---|---|
| | AG N=80 | HE N=42 | 4-H N=27 |
| Organize a county 4-H foundation committee | 2.24 | 2.19 | 2.93 |
| Establish criteria for selecting 4-H volunteer leaders | 2.51 | 2.60 | 4.00 |
| Train volunteer 4-H leaders | 2.89 | 3.35 | 4.86 |
| Develop a constitution and by-laws for county 4-H program | 1.99 | 2.02 | 3.46 |
| Evaluate 4-H clubs | 2.41 | 2.57 | 4.07 |
| Identify and apply affirmative action requirements | 2.77 | 2.74 | 4.39 |
| Develop affirmative action plan dealing with 4-H | 2.40 | 2.51 | 4.21 |
| Coordinate 4-H program with other extension programs | 2.94 | 3.14 | 4.59 |
| Develop 4-H annual plan of work | 2.31 | 2.49 | 4.26 |
| Explain 4-H project record keeping | 2.31 | 2.70 | 4.00 |
| Assist volunteer leaders in organizing 4-H clubs | 2.68 | 2.65 | 4.56 |
| Obtain parental interest, cooperation, and involvement in 4-H activities | 2.99 | 3.21 | 4.52 |
| Identify and recruit paraprofessionals | 2.24 | 2.35 | 3.63 |
| Support and supervise paraprofessionals | 2.37 | 2.65 | 3.78 |
| Teach 4-H paraprofessionals to help meet the needs of the 4-H program | 2.23 | 2.56 | 3.85 |
| Develop 4-H contests and awards programs | 2.43 | 2.19 | 3.74 |
| Provide officer training for 4-H officers | 2.19 | 2.65 | 3.93 |

Table 18
(continued)

| Competencies | Means | | |
|---|---|---|---|
| | AG N=80 | HE N=42 | 4-H N=27 |
| Organize 4-H clubs | 2.29 | 2.74 | 4.48 |
| Divide and reorganize membership when clubs become too large | 1.84 | 2.28 | 3.52 |
| Coordinate 4-H programs with other youth related organizations | 1.88 | 2.19 | 3.52 |
| Organize a 4-H advisory council | 2.14 | 2.63 | 4.00 |
| Coordinate activities of other county professional personnel with 4-H responsibilities | 2.60 | 2.65 | 4.26 |
| Coordinate work of all volunteer 4-H leaders | 2.14 | 2.44 | 4.41 |
| Guide members in selecting projects | 2.34 | 2.61 | 3.41 |
| Outline the organization and specify the purposes of state 4-H councils | 1.50 | 1.81 | 2.74 |
| Determine the needs, interests, values, attitudes, and desires of youth | 2.72 | 3.21 | 4.56 |
| Plan educational programs based on identified needs of youth | 2.85 | 3.40 | 4.74 |
| Evaluate progress and development of 4-H members | 2.30 | 2.88 | 4.19 |
| Supervise 4-H member's participation in 4-H events | 2.41 | 2.83 | 3.70 |
| Identify the importance and uses of youth camps in the 4-H program | 2.15 | 2.61 | 3.96 |
| Maintain a working relationship among volunteer 4-H staff | 2.65 | 3.16 | 4.70 |
| Recruit volunteer 4-H leaders | 2.98 | 3.42 | 4.89 |
| Solicit contributions for county 4-H programs | 2.43 | 2.24 | 4.22 |

Incumbent extension agents were grouped into three age categories: low (35 years or less), medium (36-50 years), and high (51 years and above) to determine if age influenced the importance they placed on the 11 competency categories. Multi-variate analysis of variance detected highly significant differences (.002 level) among the three groups. Table 19 reveals that significant differences existed among the three groups in relation to five of the 11 competency categories: program execution; research; administration; public relations; and teaching. Duncan's multiple range test was calculated to determine where significant differences lay. Significant differences existed: between agents in the low and medium age categories pertaining to program execution and between agents in the low and medium age category and between agents in the low and high age category pertaining to research, administration, public relations, and teaching.

The agents were divided into three groups based upon the highest degree they had earned: bachelor's; master's; and doctoral degree. Significant differences at the .0004 level were determined among the three groups by employing multiple variate analysis of variance. As shown in Table 20, significant differences in perceptions existed regarding four of the 11 competency categories among extension agents with differing levels of education. The four competency categories where significant differences existed were: program execution; research; communication; and public relations. Duncan's multiple range test revealed that agents with bachelor's degree and doctoral degrees differed significantly when compared to agents with master's degrees with regard to program execution. Also, agents with doctoral degrees differed significantly when compared with agents with bachelor's degrees and master's degrees with regard to the competency categories of communication and public relations. Other comparisons did not yield significant differences.

Table 19

Analysis of Variance Results Obtained from Extension Agents with Low, Medium, and High Age Levels Regarding the Importance of Professional Competency Categories

| Competency Category | Means | | | F-Ratio | PR>F |
|---|---|---|---|---|---|
| | Low N=73 | Medium N=74 | High N=51 | | |
| Program Planning | 4.06 | 4.24 | 4.11 | 2.14 | .121 |
| Program Execution | 3.83 | 4.02 | 3.99 | 3.16 | .044 |
| Evaluation | 3.64 | 3.87 | 3.77 | 2.17 | .117 |
| Research | 3.18 | 3.60 | 3.77 | 6.83 | .001 |
| Communication | 4.09 | 4.21 | 4.04 | 1.96 | .144 |
| Administration | 3.17 | 3.63 | 3.91 | 6.42 | .002 |
| Understanding Human Behavior | 3.77 | 4.00 | 4.02 | 2.74 | .067 |
| Public Relations | 4.10 | 4.34 | 4.29 | 4.13 | .018 |
| Teaching | 3.64 | 3.87 | 3.89 | 3.24 | .041 |
| Maintaining Professionalism | 4.24 | 4.34 | 4.38 | .81 | .447 |
| 4-H | 2.82 | 2.53 | 3.13 | 1.97 | .142 |

Table 20

Analysis of Variance Results Obtained from Extension Agents with Bachelor's Degrees (B), Master's Degrees (M), and Doctoral Degrees (D) Regarding the Importance of Professional Competency Categories

| Competency Category | Means | | | F-Ratio | PR>F |
|---|---|---|---|---|---|
| | B N=57 | M N=137 | D N=4 | | |
| Program Planning | 4.11 | 4.17 | 4.00 | .42 | .656 |
| Program Execution | 3.84 | 4.01 | 3.73 | 3.16 | .045 |
| Evaluation | 3.81 | 3.76 | 3.44 | .56 | .570 |
| Research | 3.21 | 3.61 | 4.13 | 4.54 | .012 |
| Communication | 4.06 | 4.17 | 3.48 | 4.08 | .018 |
| Administration | 3.48 | 3.61 | 2.28 | 2.56 | .080 |
| Understanding Human Behavior | 3.88 | 3.98 | 3.30 | 2.23 | .111 |
| Public Relations | 4.29 | 4.25 | 3.53 | 3.97 | .021 |
| Teaching | 3.85 | 3.79 | 3.47 | .76 | .467 |
| Maintaining Professionalism | 4.26 | 4.35 | 4.25 | .50 | .608 |
| 4-H | 2.63 | 2.92 | 1.48 | 1.91 | .151 |

Perceptions of county and multi-county extension agents were partitioned by the number of agents employed in the county: 1; 2-3; 4-6; 7-10; 11-15; and 16 or more. Multiple variate analysis of variance indicated that significant differences existed among the groups of agents. Analysis of variance results are displayed in Table 21. A significant difference at the .05 level was detected for the 4-H competency category. Duncan's procedure revealed that significant differences existed between agents in counties employing only one agent when compared to agents in counties employing 7-10, 11-15, and 16 or more agents. Furthermore, significant differences existed between agents in counties employing 2-3 agents when compared to the perceptions of agents in counties with 7-10, 11-15, and 16 or more agents.

Finally, previous involvement in 4-H was not a factor that influenced incumbent agents' perceptions regarding the importance of the competency categories since significant differences did not exist (.692 level) as determined by multiple variate analysis of variance. The analysis of variance results are displayed in Table 22 and no significant differences were determined.

Table 21

Analysis of Variance Results Obtained from Extension Agents from Counties with Varying Numbers of Extension Agents Employed Regarding the Importance of Professional Competency Categories

| Competency Category | Means | | | | | | F-Ratio | PR>F |
|---|---|---|---|---|---|---|---|---|
| | 1 N=10 | 2-3 N=44 | 4-6 N=57 | 7-10 N=47 | 11-15 N=26 | 16 or more N=8 | | |
| Program Planning | 4.45 | 4.15 | 4.05 | 4.15 | 4.27 | 4.22 | 1.28 | .272 |
| Program Execution | 4.31 | 3.94 | 3.90 | 3.91 | 4.01 | 4.21 | 1.88 | .099 |
| Evaluation | 4.00 | 3.74 | 3.68 | 3.73 | 3.80 | 4.45 | 2.22 | .054 |
| Research | 3.88 | 3.47 | 3.38 | 3.47 | 3.74 | 4.06 | 1.34 | .248 |
| Communication | 4.05 | 4.05 | 4.09 | 4.15 | 4.30 | 4.23 | .91 | .476 |
| Administration | 3.71 | 3.82 | 3.43 | 3.33 | 3.60 | 3.94 | 1.10 | .363 |
| Understanding Human Behavior | 4.03 | 3.93 | 3.87 | 3.81 | 4.16 | 4.19 | 1.18 | .321 |
| Public Relations | 4.33 | 4.22 | 4.26 | 4.18 | 4.27 | 4.52 | .60 | .703 |
| Teaching | 3.93 | 3.68 | 3.79 | 3.78 | 3.93 | 4.18 | 1.27 | .276 |
| Maintaining Professionalism | 4.25 | 4.15 | 4.31 | 4.37 | 4.50 | 4.56 | 1.44 | .212 |
| 4-H | 3.73 | 3.47 | 2.77 | 2.38 | 2.38 | 2.05 | 3.46 | .005 |

Table 22

Analysis of Variance Results Obtained from Extension Agents Previously Enrolled in 4-H and Not Previously Enrolled in 4-H Regarding the Importance of Professional Competency Categories

| Competency Category | Means: Previously Enrolled N=101 | Means: Not Previously Enrolled N=93 | F-Ratio | PR>F |
|---|---|---|---|---|
| Program Planning | 4.16 | 4.14 | .06 | .813 |
| Program Execution | 3.92 | 3.99 | 1.13 | .290 |
| Evaluation | 3.74 | 3.79 | .27 | .602 |
| Research | 3.41 | 3.64 | 2.74 | .099 |
| Communication | 4.10 | 4.14 | .19 | .661 |
| Administration | 3.58 | 3.51 | .19 | .667 |
| Understanding Human Behavior | 3.92 | 3.94 | .04 | .851 |
| Public Relations | 4.21 | 4.27 | .67 | .412 |
| Teaching | 3.73 | 3.87 | 2.82 | .095 |
| Maintaining Professionalism | 4.32 | 4.32 | .00 | .997 |
| 4-H | 2.81 | 2.80 | .00 | .967 |

## Objective Five

The fifth objective of this study was designed to identify and describe selected demographic characteristics of extension agents in Florida. It may be observed in Table 23 that 42 percent of the responding extension agents indicated agriculture as their primary area of responsibility, while 21 percent indicated home economics, and 13 percent indicated 4-H. Less common were those with primary responsibility for marine advisory, expanded nutrition, and community resource development. The "other" category consisted mainly of individuals with combinations of primary responsibilities such as county extension director and agriculture, home economics and expanded nutrition, and 4-H and agriculture. Table 24 shows that 121 (63 percent) of the agents indicated responsibilities in areas other than their major area of responsibility and 72 agents (37 percent) responded that they had no additional responsibilities.

Table 25 shows the age of extension agents by category. Thirty-seven percent were 35 years old or less, 37 percent were between 36 and 50 years of age, and 26 percent were 51 years of age or older. The average age of the agents was approximately 42 years. Table 26 reveals that 61 percent of the agents were male and 39 percent were female.

Table 27 reveals that 28 percent of the extension agents indicated that the highest degree that they had earned was the bachelor's degree, 70 percent had earned a master's degree, and 2 percent held a doctorate. Table 28 shows the distribution of professional ranks among extension agents. Of the extension agents responding to this item, the majority (58 percent) were classified as extension agents I or II. Only 24 percent were classified as county extension directors.

In response to the question regarding the number of extension agents employed in the county, the following results emerged: 5 percent were in

Table 23

Number and Percent of Responses Relative
to Major Area of Responsibility
of Extension Agents

| Area of Responsibility | Number | Percent |
|---|---|---|
| Agriculture | 89 | 42 |
| Home Economics | 44 | 21 |
| Marine Advisory | 6 | 3 |
| 4-H | 28 | 13 |
| Expanded Nutrition | 9 | 4 |
| Community Resource Development | 1 | 1 |
| Other | 33 | 16 |
| Total | 210 | 100 |

Table 24

Number and Percent of Responses Relative to Extension Agents'
Responsibilities in Areas Other Than
the Major Area of Responsibility

| Other Responsibilities | Number | Percent |
|---|---|---|
| Yes | 121 | 63 |
| No | 72 | 37 |
| Total | 193 | 100 |

Table 25

Number and Percent of Responses Relative to Age of Extension Agents by Category

| Age Category | Number | Percent |
|---|---|---|
| 35 or less | 77 | 37 |
| 36 to 50 | 77 | 37 |
| 51 or more | 53 | 26 |
| Total | 207 | 100 |

Table 26

Number and Percent of Responses Relative to the Sex of Extension Agents

| Sex | Number | Percent |
|---|---|---|
| Male | 126 | 61 |
| Female | 82 | 39 |
| Total | 208 | 100 |

Table 27

Number and Percent of Responses Relative to the Highest Degree Earned by Extension Agents

| Highest Degree Earned | Number | Percent |
|---|---|---|
| Bachelor's Degree | 58 | 28 |
| Master's Degree | 145 | 70 |
| Doctor's Degree | 5 | 2 |
| Total | 208 | 100 |

Table 28

Number and Percent of Responses Relative to the Professional Rank of Extension Agents

| Professional Rank | Number | Percent |
|---|---|---|
| Extension Agent I | 56 | 27 |
| Extension Agent II | 65 | 31 |
| Extension Agent III | 35 | 17 |
| Extension Agent IV | 3 | 1 |
| County Extension Director I | 4 | 2 |
| County Extension Director II | 15 | 7 |
| County Extension Direc or III | 22 | 11 |
| County Extension Director IV | 9 | 4 |
| Total | 209 | 100 |

single agent counties; 25 percent were in counties with two-three agents; 29 percent were in counties with four-six agents; 24 percent were in counties with seven to 10 agents; 13 percent were in counties with 11 to 15 agents; and 4 percent were in counties with 16 or more agents. These results are displayed in Table 29.

Table 30 presents data regarding the number of years of employment in the Cooperative Extension Service. Thirty percent of the respondents had been employed five years or less, 32 percent had been employed between six and 15 years, 26 percent had been employed between 16 and 25 years, and 12 percent had been employed 26 years or more. The average length of employment in the Cooperative Extension Service was 13 years.

Table 31 indicates that 29 percent of the agents had been enrolled in vocational agriculture/agribusiness while Table 32 shows that 28 percent had been FFA members. It may be observed in Table 33 that 37 percent of the responding agents had been enrolled in home economics and Table 34 reveals 25 percent had been FHA members. Data in Table 35 reveals that 52 percent of the agents had previously been 4-H members and Table 36 indicates that 57 percent had been 4-H members five or more years. It is also significant to point out that 33 percent of the agents had been involved in 4-H for either eight or nine years.

In response to the question regarding the number of years of occupational experience in an area other than the Cooperative Extension Service, 98 percent of the agents indicated that they had work experience of one year or more. The results are displayed in Table 37. Table 38 presents data regarding where extension agents were reared. It may be seen that 70 percent of the respondents indicated that they were either reared on a farm or ranch or in a rural area. Only 13 percent were reared in an urban environment.

Table 29

Number and Percent of Responses Relative to the Number of Extension Agents Employed in the County

| Agents Employed in a County | Number | Percent |
|---|---|---|
| 1 | 10 | 5 |
| 2-3 | 49 | 25 |
| 4-6 | 58 | 29 |
| 7-10 | 48 | 24 |
| 11-15 | 26 | 13 |
| 16 or more | 9 | 4 |
| Total | 200 | 100 |

Table 30

Number and Percent of Responses Relative to the Total Number of Years of Employment in the Cooperative Extension Service

| Years of Employment | Number | Percent |
|---|---|---|
| 0-5 | 60 | 30 |
| 6-15 | 63 | 32 |
| 16-25 | 51 | 26 |
| 26 or more | 25 | 12 |
| Total | 199 | 100 |

Table 31

Number and Percent of Responses Relative to Previous Enrollment of Extension Agents in Vocational Agriculture/Agribusiness

| Previous Enrollment | Number | Percent |
|---|---|---|
| Yes | 58 | 29 |
| No | 143 | 71 |
| Total | 201 | 100 |

Table 32

Number and Percent of Responses Relative to Membership of Extension Agents in FFA

| Membership in FFA | Number | Percent |
|---|---|---|
| Yes | 55 | 28 |
| No | 143 | 72 |
| Total | 198 | 100 |

Table 33

Number and Percent of Responses Relative to Previous Enrollment of Extension Agents in Home Economics

| Previous Enrollment | Number | Percent |
|---|---|---|
| Yes | 71 | 37 |
| No | 121 | 63 |
| Total | 192 | 100 |

Table 34

Number and Percent of Responses Relative to Membership of Extension Agents in FHA

| Membership in FHA | Number | Percent |
|---|---|---|
| Yes | 47 | 25 |
| No | 140 | 75 |
| Total | 187 | 100 |

Table 35

Number and Percent of Responses Relative to
Previous Membership of Extension Agents
in 4-H

| Previous Membership in 4-H | Number | Percent |
|---|---|---|
| Yes | 106 | 52 |
| No | 98 | 48 |
| Total | 204 | 100 |

Table 36

Number and Percent of Responses Relative to the
Number of Years Extension Agents
were 4-H Members

| Number of Years in 4-H | Number | Percent |
|---|---|---|
| 1 | 9 | 9 |
| 2 | 14 | 13 |
| 3 | 12 | 11 |
| 4 | 11 | 10 |
| 5 | 9 | 9 |
| 6 | 9 | 9 |
| 7 | 7 | 6 |
| 8 | 16 | 15 |
| 9 | 19 | 18 |
| Total | 106 | 100 |

Table 37

Number and Percent of Responses Relative to the Years of Occupational Experience of Extension Agents in an Area Other Than the Cooperative Extension Service

| Years of Experience | Number | Percent |
|---|---|---|
| Less than one year | 3 | 2 |
| 1-3 years | 48 | 31 |
| 4-6 years | 45 | 30 |
| 7-10 years | 26 | 17 |
| More than 11 years | 31 | 20 |
| Total | 153 | 100 |

Table 38

Number and Percent of Responses Relative to the Primary Location Extension Agents were Reared

| Location | Number | Percent |
|---|---|---|
| Farm or Ranch | 108 | 53 |
| Rural | 34 | 17 |
| Urban | 26 | 13 |
| Suburban (non-farm) | 29 | 14 |
| Other | 6 | 3 |
| Total | 203 | 100 |

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

The central purpose of this study was to identify and verify the professional education competencies needed by extension agents. The data upon which the findings, conclusions, and recommendations were developed were based upon the beliefs of 214 (84 percent) of the county and multi-county staff members and 10 (67 percent) state staff members of the Florida Cooperative Extension Service.

### Conclusions

Based upon the findings of this study, the following major conclusions are apparent:

1. Incumbent extension agents perceived 79 percent of the identified competencies to be at least moderate or above in importance.
2. State staff rated 97 percent of the competencies as moderate or above in importance.
3. All competency categories were rated higher by state staff than incumbent agents.
4. Significant differences, at the .05 level, existed between incumbent agents and state staff members relative to the following six competency categories: program planning; program execution; research; understanding human behavior; teaching; and 4-H.
5. The ranking of competency categories from most to least important by state staff members was as follows: program planning; maintaining professionalism; understanding human behavior; communications; program execution; public relations; teaching; research; evaluation; administration; and 4-H.

6. Extension agents rated the most important to the least important competency categories as follows: maintaining professionalism; public relations; program planning; communication; program execution; understanding human behavior; teaching; evaluation; administration; research; and 4-H.
7. Significant differences existed among agriculture, home economics, and 4-H agents regarding the way they viewed the competency categories. The most substantial differences were between 4-H extension agents with respect to the 4-H competency category when compared to agricultural agents and home economics agents.
8. Age, highest degree earned, and the number of agents employed in a county influenced how agents viewed each competency category.
9. Previous enrollment in 4-H was not a factor influencing incumbent agents' perceptions regarding the importance of competncy categories.

## Recommendations

Based on the findings and conclusions drawn from this study and the impressions acquired by the investigators while conducting this research, the following recommendations were made:

1. The results of this study should be made available to extension administrators, incumbent extension agents, and individuals responsible for planning and providing pre-service and in-service educational programs for extension agents. Thus, the opinion expressed by the two respondent groups will be known and appropriate action initiated to make certain that essential, professional competencies are developed among pre-service and incumbent extension agents.

2. The most essential competencies identified and verified in this study should be sequenced and incorporated into appropriate undergraduate and graduate curricula in the Department of Agricultural and Extension Education.
3. Appropriate instructional material, behavioral objectives, and enabling objectives should be adopted, adapted, or developed for each competency incorporated into the curriculum.
4. Research should be initiated in order to determine the perceived degree of competence incumbent extension agents express for each of the competencies that were identified and verified in this study. The results of this study should be used as a basis for developing in-service educational programs.
5. Techniques should be developed and refined for measuring the competence of students in performing the competencies identified in this study.
6. The results of this study should be used in the process of employing personnel to fill current and future county and multi-county extension positions.
7. This study should be replicated periodically to provide a basis for curricular modifications.

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APPENDIX A

Cover Letter
to Jury Members

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

December 12, 1978

Dear

The Department of Agricultural and Extension Education at the University of Florida is conducting a research study to determine the professional competencies needed by County Extension Agents in the Cooperative Extension Service. Your assistance is requested to evaluate the enclosed questionnaire concerning the professional competencies needed by Extension Agents in Florida. Your evaluation will assist in determining changes that need to be made prior to its actual use in the research study to be conducted in Florida.

In evaluating the instrument, please:

1. Read each statement for clarity, relevance, and importance to the study. Make any comments or suggestions in the space provided below each statement.
2. Complete the questionnaire by responding to each statement.
3. At the end of each division in Section I, list any additional competencies that you believe should be included on the instrument in that division. Also, on the final page of Section I, list any additional competencies not previously listed.
4. On Section II, read each question for relevance and clarity. Make any suggestions or comments in the space below each statement.
5. Delete or combine any of the items.

Your cooperation in furnishing the requested information is appreciated. A self-addressed, stamped envelope is enclosed for returning the completed questionnaire with your suggestions. Please mail it by December 31, 1978.

Thank you for your time, effort, and interest.

Sincerely,

Carl E. Beeman
Professor and Chairman

Jimmy G. Cheek
Assistant Professor

Max B. McGhee
Assistant Professor

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, or national origin.

APPENDIX B

County and Multi-County Staff
Questionnaire Form

Code Number: _____

PROFESSIONAL COMPETENCIES NEEDED BY EXTENSION AGENTS
IN THE FLORIDA COOPERATIVE EXTENSION SERVICE
(A Research Study)

County and Multi-County Staff Form

Today, as more demands are being placed upon our extension agents, increased technical and professional competency is necessary. Technical competencies include such items as plan a balanced meal, take a soil sample, and recommend a pest management program. Professional competencies include items such as preparing reports, giving a demonstration, and planning an extension program. This study deals only with professional competencies. This information is needed to assist the extension education program at the University of Florida in deciding what professional competencies should be included in graduate and undergraduate extension courses and in-service educational programs.

On the pages which follow, you will find a list of professional competencies which may be needed in order to function as an extension agent. We are interested in finding out how you feel about these items in relation to YOUR JOB as an extension agent. Be sure to respond to each item using the scale provided. If you do not believe a competency is important to your job, that is, not applicable, please circle "0" indicating that it is of "No Importance (Not Applicable)."

In the enclosed self-addressed, stamped envelope please return the completed questionnaire to:

Dr. Carl E. Beeman, Chairman
Agricultural & Extension Education
305 Rolfs Hall
University of Florida
Gainesville, FL 32611

SECTION I

PROFESSIONAL COMPETENCIES NEEDED BY EXTENSION AGENTS
IN THE FLORIDA COOPERATIVE EXTENSION SERVICE

Directions: Circle the appropriate number after each competency statement that most nearly expresses your opinion regarding the importance of that competency in executing your job as an extension agent in the Florida Cooperative Extension Service.

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| **A. Program Planning** | | | | | | |
| A-1. Develop a calendar of activities | 0 | 1 | 2 | 3 | 4 | 5 |
| A-2. Determine needs of clientele for extension programs | 0 | 1 | 2 | 3 | 4 | 5 |
| A-3. Determine objectives of the county program | 0 | 1 | 2 | 3 | 4 | 5 |
| A-4. Determine program priorities | 0 | 1 | 2 | 3 | 4 | 5 |
| A-5. Prepare an annual program of work for your area of responsibility | 0 | 1 | 2 | 3 | 4 | 5 |
| A-6. Prepare a long-range program of work | 0 | 1 | 2 | 3 | 4 | 5 |
| A-7. Use an advisory committee | 0 | 1 | 2 | 3 | 4 | 5 |
| A-8. Involve co-workers and community agencies in program planning | 0 | 1 | 2 | 3 | 4 | 5 |
| A-9. Involve specialists and other resource people in program planning | 0 | 1 | 2 | 3 | 4 | 5 |
| A-10. Involve extension support groups and clientele traditionally served in program planning | 0 | 1 | 2 | 3 | 4 | 5 |
| A-11. Organize an advisory committee | 0 | 1 | 2 | 3 | 4 | 5 |
| **B. Program Execution** | | | | | | |
| B-1. Follow a calendar of activities | 0 | 1 | 2 | 3 | 4 | 5 |
| B-2. Follow a written program of work | 0 | 1 | 2 | 3 | 4 | 5 |
| B-3. Provide leadership for program planning and execution | 0 | 1 | 2 | 3 | 4 | 5 |
| B-4. Develop rapport with clientele | 0 | 1 | 2 | 3 | 4 | 5 |
| B-5. Complete SEMIS Reports | 0 | 1 | 2 | 3 | 4 | 5 |
| B-6. Use a variety of techniques to influence people to change | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| B-7. Involve others in executing plans | 0 | 1 | 2 | 3 | 4 | 5 |
| B-8. Identify and use early adopters or opinion leaders in extension programs | 0 | 1 | 2 | 3 | 4 | 5 |
| B-9. Conduct farm and home visits | 0 | 1 | 2 | 3 | 4 | 5 |
| B-10. Select cooperators for trials and result demonstrations | 0 | 1 | 2 | 3 | 4 | 5 |
| B-11. Develop problem solving skills in clientele | 0 | 1 | 2 | 3 | 4 | 5 |
| C. Evaluation | | | | | | |
| C-1. Evaluate the effectiveness of a county or multi-county extension program | 0 | 1 | 2 | 3 | 4 | 5 |
| C-2. Evaluate your performance as an extension agent | 0 | 1 | 2 | 3 | 4 | 5 |
| C-3. Evaluate the performance of the extension staff | 0 | 1 | 2 | 3 | 4 | 5 |
| C-4. Interpret the impact of change and/or trends upon clientele served | 0 | 1 | 2 | 3 | 4 | 5 |
| C-5. Develop survey instruments | 0 | 1 | 2 | 3 | 4 | 5 |
| C-6. Conduct surveys | 0 | 1 | 2 | 3 | 4 | 5 |
| C-7. Interpret results of a survey | 0 | 1 | 2 | 3 | 4 | 5 |
| C-8. Analyze reports | 0 | 1 | 2 | 3 | 4 | 5 |
| C-9. Evaluate results of an extension event or activity | 0 | 1 | 2 | 3 | 4 | 5 |
| D. Research | | | | | | |
| D-1. Interpret research findings | 0 | 1 | 2 | 3 | 4 | 5 |
| D-2. Apply research findings when making recommendations to clientele | 0 | 1 | 2 | 3 | 4 | 5 |
| D-3. Use the experimental approach (research trials or demonstration plots) in extension work | 0 | 1 | 2 | 3 | 4 | 5 |
| D-4. Cooperate with experiment station and university research faculty | 0 | 1 | 2 | 3 | 4 | 5 |
| D-5. Identify problems requiring additional research | 0 | 1 | 2 | 3 | 4 | 5 |
| D-6. Keep current in research findings | 0 | 1 | 2 | 3 | 4 | 5 |
| D-7. Conduct a literature search utilizing library resources without the aid of a computer | 0 | 1 | 2 | 3 | 4 | 5 |
| D-8. Conduct a literature search utilizing computer services | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| **E. Communication** | | | | | | |
| E-1. Conduct telephone conversations | 0 | 1 | 2 | 3 | 4 | 5 |
| E-2. Establish communications among members of the county extension staff | 0 | 1 | 2 | 3 | 4 | 5 |
| E-3. Compose written communication | 0 | 1 | 2 | 3 | 4 | 5 |
| E-4. Write and/or complete reports | 0 | 1 | 2 | 3 | 4 | 5 |
| E-5. Communicate orally to groups | 0 | 1 | 2 | 3 | 4 | 5 |
| E-6. Communicate orally to individuals | 0 | 1 | 2 | 3 | 4 | 5 |
| E-7. Communicate non-verbally | 0 | 1 | 2 | 3 | 4 | 5 |
| E-8. Possess listening skills | 0 | 1 | 2 | 3 | 4 | 5 |
| E-9. Prepare and present radio programs | 0 | 1 | 2 | 3 | 4 | 5 |
| E-10. Prepare and present TV programs | 0 | 1 | 2 | 3 | 4 | 5 |
| E-11. Prepare newspaper articles | 0 | 1 | 2 | 3 | 4 | 5 |
| **F. Administration** | | | | | | |
| F-1. Manage work consistent with resources | 0 | 1 | 2 | 3 | 4 | 5 |
| F-2. Coordinate use of equipment, facilities and resources with office staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-3. Assist in budget preparation | 0 | 1 | 2 | 3 | 4 | 5 |
| F-4. Supervise budget expenditures | 0 | 1 | 2 | 3 | 4 | 5 |
| F-5. Possess knowledge of the history, philosophy, objectives and organization of the extension service | 0 | 1 | 2 | 3 | 4 | 5 |
| F-6. Formulate realistic goals for the extension program | 0 | 1 | 2 | 3 | 4 | 5 |
| F-7. Manage time effectively | 0 | 1 | 2 | 3 | 4 | 5 |
| F-8. Coordinate work schedules of staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-9. Follow proper business procedures in acquiring resources and expending funds | 0 | 1 | 2 | 3 | 4 | 5 |
| F-10. Identify the long-range facility, equipment and supply needs | 0 | 1 | 2 | 3 | 4 | 5 |
| F-11. Select and supervise personnel | 0 | 1 | 2 | 3 | 4 | 5 |
| F-12. Understand how policies are formulated | 0 | 1 | 2 | 3 | 4 | 5 |
| F-13. Identify policies specific to your area(s) of responsibility | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| F-14. Supervise secretaries and other support staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-15. Organize and use staff committees | 0 | 1 | 2 | 3 | 4 | 5 |
| F-16. Conduct staff conferences | 0 | 1 | 2 | 3 | 4 | 5 |
| F-17. Promote intra-office communications | 0 | 1 | 2 | 3 | 4 | 5 |
| F-18. Develop in staff members an understanding of their role | 0 | 1 | 2 | 3 | 4 | 5 |
| F-19. Delegate responsibility and authority | 0 | 1 | 2 | 3 | 4 | 5 |
| F-20. Orient new staff members | 0 | 1 | 2 | 3 | 4 | 5 |
| F-21. Communicate extension policies and procedures on promotion and salary | 0 | 1 | 2 | 3 | 4 | 5 |
| F-22. Identify retirement and insurance policies and procedures | 0 | 1 | 2 | 3 | 4 | 5 |
| F-23. Explain fringe benefit policy | 0 | 1 | 2 | 3 | 4 | 5 |
| F-24. Provide recognition for staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-25. Maintain staff morale | 0 | 1 | 2 | 3 | 4 | 5 |
| F-26. Prepare job descriptions | 0 | 1 | 2 | 3 | 4 | 5 |
| F-27. Select competent staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-28. Develop leadership potential in staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-29. Provide staff supervision | 0 | 1 | 2 | 3 | 4 | 5 |
| F-30. Analyze personnel records | 0 | 1 | 2 | 3 | 4 | 5 |
| F-31. Determine interrelationships of staff roles | 0 | 1 | 2 | 3 | 4 | 5 |
| G. Understanding Human Behavior | | | | | | |
| G-1. Apply principles of motivation | 0 | 1 | 2 | 3 | 4 | 5 |
| G-2. Identify factors influencing people to become involved | 0 | 1 | 2 | 3 | 4 | 5 |
| G-3. Identify functions of agricultural organizations | 0 | 1 | 2 | 3 | 4 | 5 |
| G-4. Determine the effect of pressure groups on the thinking process | 0 | 1 | 2 | 3 | 4 | 5 |
| G-5. Recognize factors influencing goal setting | 0 | 1 | 2 | 3 | 4 | 5 |
| G-6. Apply factors affecting behavior of people | 0 | 1 | 2 | 3 | 4 | 5 |
| G-7. Ability to influence people to accept change | 0 | 1 | 2 | 3 | 4 | 5 |
| G-8. Analyze the power structure within the community | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| G-9. Identify pressure groups within the community | 0 | 1 | 2 | 3 | 4 | 5 |
| G-10. Utilize knowledge of interaction of people in groups | 0 | 1 | 2 | 3 | 4 | 5 |
| G-11. Utilize the pattern of interdependence of the various groups in the county to cause change | 0 | 1 | 2 | 3 | 4 | 5 |
| H. Public Relations | | | | | | |
| H-1. Manage correspondence promptly | 0 | 1 | 2 | 3 | 4 | 5 |
| H-2. Provide recognition for achievement | 0 | 1 | 2 | 3 | 4 | 5 |
| H-3. Deal with complaints | 0 | 1 | 2 | 3 | 4 | 5 |
| H-4. Promote effective working relationships with the mass media | 0 | 1 | 2 | 3 | 4 | 5 |
| H-5. Establish rapport with orgnizations and agencies | 0 | 1 | 2 | 3 | 4 | 5 |
| H-6. Publicize activities through appropriate channels | 0 | 1 | 2 | 3 | 4 | 5 |
| H-7. Use a camera | 0 | 1 | 2 | 3 | 4 | 5 |
| H-8. Foster supportive relationships with appropriate agencies, organizations and individuals | 0 | 1 | 2 | 3 | 4 | 5 |
| I. Teaching | | | | | | |
| I-1. Identify and use principles and procedures in teaching adults and youth | 0 | 1 | 2 | 3 | 4 | 5 |
| I-2. Employ principles of learning in teaching | 0 | 1 | 2 | 3 | 4 | 5 |
| I-3. Develop instructional materials | 0 | 1 | 2 | 3 | 4 | 5 |
| I-4. Select instructional materials | 0 | 1 | 2 | 3 | 4 | 5 |
| I-5. Select teaching methods and techniques for particular situations | 0 | 1 | 2 | 3 | 4 | 5 |
| I-6. Present information with a lecture | 0 | 1 | 2 | 3 | 4 | 5 |
| I-7. Present a concept, principle or skill through a method demonstration | 0 | 1 | 2 | 3 | 4 | 5 |
| I-8. Present information with the assistance of resource persons | 0 | 1 | 2 | 3 | 4 | 5 |
| I-9. Present information with slides | 0 | 1 | 2 | 3 | 4 | 5 |
| I-10. Present information with sound motion pictures | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| I-11. Present information with televised and video-taped materials | 0 | 1 | 2 | 3 | 4 | 5 |
| I-12. Present information with charts | 0 | 1 | 2 | 3 | 4 | 5 |
| I-13. Present information with a chalkboard | 0 | 1 | 2 | 3 | 4 | 5 |
| I-14. Conduct result demonstrations | 0 | 1 | 2 | 3 | 4 | 5 |
| I-15. Conduct group discussions, panel discussions and symposiums | 0 | 1 | 2 | 3 | 4 | 5 |
| I-16. Design educational exhibits | 0 | 1 | 2 | 3 | 4 | 5 |
| I-17. Employ reinforcement techniques | 0 | 1 | 2 | 3 | 4 | 5 |
| I-18. Employ techniques of group dynamics | 0 | 1 | 2 | 3 | 4 | 5 |
| I-19. Employ the problem solving approach in teaching | 0 | 1 | 2 | 3 | 4 | 5 |
| I-20. Employ questioning techniques | 0 | 1 | 2 | 3 | 4 | 5 |
| I-21. Organize and conduct tours | 0 | 1 | 2 | 3 | 4 | 5 |
| J. Maintaining Professionalism | | | | | | |
| J-1. Identify opportunities for professional improvement | 0 | 1 | 2 | 3 | 4 | 5 |
| J-2. Develop a plan for professional development | 0 | 1 | 2 | 3 | 4 | 5 |
| J-3. Maintain professional competence | 0 | 1 | 2 | 3 | 4 | 5 |
| J-4. Establish and maintain a professional philosophy | 0 | 1 | 2 | 3 | 4 | 5 |
| K. 4-H | | | | | | |
| K-1. Organize a county 4-H foundation committee | 0 | 1 | 2 | 3 | 4 | 5 |
| K-2. Establish criteria for selecting 4-H volunteer leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-3. Train volunteer 4-H leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-4. Develop a constitution and by-laws for county 4-H program | 0 | 1 | 2 | 3 | 4 | 5 |
| K-5. Evaluate 4-H clubs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-6. Identify and apply affirmative action requirements | 0 | 1 | 2 | 3 | 4 | 5 |
| K-7. Develop affirmative action plan dealing with 4-H | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| K-8. Coordinate 4-H program with other extension programs | 0 | 1 | 2 | 2 | 4 | 5 |
| K-9. Develop 4-H annual plan of work | 0 | 1 | 2 | 3 | 4 | 5 |
| K-10. Explain 4-H project record keeping | 0 | 1 | 2 | 3 | 4 | 5 |
| K-11. Assist volunteer leaders in organizing 4-H clubs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-12. Obtain parental interest, cooperation, and involvement in 4-H activities | 0 | 1 | 2 | 3 | 4 | 5 |
| K-13. Identify and recruit paraprofessionals | 0 | 1 | 2 | 3 | 4 | 5 |
| K-14. Support and supervise paraprofessionals | 0 | 1 | 2 | 3 | 4 | 5 |
| K-15. Teach 4-H paraprofessionals to help meet the needs of the 4-H program | 0 | 1 | 2 | 3 | 4 | 5 |
| K-16. Develop 4-H contests and awards programs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-17. Provide officer training for 4-H officers | 0 | 1 | 2 | 3 | 4 | 5 |
| K-18. Organize 4-H clubs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-19. Divide and reorganize membership when clubs become too large | 0 | 1 | 2 | 3 | 4 | 5 |
| K-20. Coordinate 4-H programs with other youth related organizations | 0 | 1 | 2 | 3 | 4 | 5 |
| K-21. Organize a 4-H advisory council | 0 | 1 | 2 | 3 | 4 | 5 |
| K-22. Coordinate activities of other county professional personnel with 4-H responsibilities | 0 | 1 | 2 | 3 | 4 | 5 |
| K-23. Coordinate work of all volunteer 4-H leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-24. Guide members in selecting projects | 0 | 1 | 2 | 3 | 4 | 5 |
| K-25. Outline the organization and specify the purposes of state 4-H councils | 0 | 1 | 2 | 3 | 4 | 5 |
| K-26. Determine the needs, interests, values, attitudes, and desires of youth | 0 | 1 | 2 | 3 | 4 | 5 |
| K-27. Plan educational programs based on identified needs of youth | 0 | 1 | 2 | 3 | 4 | 5 |
| K-28. Evaluate progress and development of 4-H members | 0 | 1 | 2 | 3 | 4 | 5 |
| K-29. Supervise 4-H member's participation in 4-H events | 0 | 1 | 2 | 3 | 4 | 5 |
| K-30. Identify the importance and uses of youth camps in the 4-H program | 0 | 1 | 2 | 3 | 4 | 5 |
| K-31. Maintain a working relationship among volunteer 4-H staff | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| K-32. Recruit volunteer 4-H leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-33. Solicit contributions for county 4-H programs | 0 | 1 | 2 | 3 | 4 | 5 |

Directions: List any additional competencies that you believe are important but have not been included on the instrument and rate those competencies.

L. Additional Competencies

| | | | | | | |
|---|---|---|---|---|---|---|
| L-1. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-2. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-3. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-4. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-5. _____ | 0 | 1 | 2 | 3 | 4 | 5 |

SECTION II

DEMOGRAPHIC DATA

Directions: Please respond to the following questions by checking the appropriate response or filling in the blank.

1. What is you major area of responsibility?

(1) ____Agriculture
(2) ____Home Economics
(3) ____Marine Advisory Program
(4) ____4-H
(5) ____Expanded Nutrition Program
(6) ____Community Resource Development
(7) Other (specify): _____

2. Do you have responsibility in areas other than the one indicated above?

(1) ____Yes (2) ____No

Please specify this area(s):_____

_____

3. What is your age? _____

4. What is your sex? (1) ____Male (2) ____Female

5. Check the degree(s) that you have earned and indicate your major.

| Degree | | Major |
|---|---|---|
| (01) Bachelor's Degree | ____ | (06)_____ |
| (02) Master's Degree | ____ | (07)_____ |
| (03) Doctor's Degree | ____ | (08)_____ |
| (04) None | ____ | (09)_____ |
| (05) Other (specify) | ____ | (10)_____ |

6. What is your professional rank?

(1) Extension Agent I ____
(2) Extension Agent II____
(3) Extension Agent III____
(4) Extension Agent IV ____

7. How many county extension agents are there in your office?

(1) 1 ____
(2) 2 - 3 ____
(3) 4 - 6 ____
(4) 7 -10 ____
(5) 11 -15 ____
(6) 16 or more ____

8. What are the total number of years you have been employed in the Cooperative Extension Service?

_____

9. Were you ever enrolled in vocational agriculture in high school?

(1) Yes ____ (2) No ____

If yes, indicate the number of years: _____years

10. Were you ever enrolled in home economics in high school?

(1) Yes ____ (2) No ____

If yes, indicate the number of years: _____years

11. Were you ever a member of 4-H?

(1) Yes ____ (2) No ____

If yes, indicate the number of years: _____years

12. Were you ever a member of FFA?

(1) Yes ____ (2) No ____

If yes, indicate the number of years: _____years

13. Were you ever a member of FHA?

(1) Yes ____ (2) No ____

If yes, indicate the number of years: _____years

14. What occupational experiences have you had other than in the Cooperative Extension Service?

| Occupational Experience | No. of Years |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

15. Indicate where you were primarily reared?

(1) Farm or Ranch ____
(2) Rural (non-farm) ____
(3) Urban ____
(4) Suburban (non-farm) ____
(5) Other (specify) ____

APPENDIX C

State Staff
Questionnaire Form

Code Number: _____

PROFESSIONAL COMPETENCIES NEEDED BY EXTENSION AGENTS
IN THE FLORIDA COOPERATIVE EXTENSION SERVICE
(A Research Study)

State Staff Form

Today, as more demands are being placed upon our county extension agents, increased technical and professional competency is necessary. Technical competencies include such items as plan a balanced meal, take a soil sample, and recommend a pest management program. Professional competencies include items such as preparing reports, giving a demonstration, and planning an extension program. This study deals only with professional competencies. This information is needed to assist the extension education program at the University of Florida in deciding what professional competencies should be included in graduate and undergraduate extension courses and in-service educational programs.

On the pages which follow, you will find a list of professional competencies which may be needed in order to function as an extension county agent. We are interested in finding out how you feel about these items in relation to the job of a county extension agent. Be sure to respond to each item using the scale provided. If you do not believe a competency is important to the job of county extension agent, please circle "0" indicating that it is of "No Importance (Not Applicable)."

In the enclosed self-addressed, stamped envelope please return the completed questionnaire to:

Dr. Carl E. Beeman, Chairman
Agricultural & Extension Education
305 Rolfs Hall
University of Florida
Gainesville, FL 32611

SECTION I

PROFESSIONAL COMPETENCIES NEEDED BY EXTENSION AGENTS
IN THE FLORIDA COOPERATIVE EXTENSION SERVICE

Directions: Circle the appropriate number after each competency statement that most nearly expresses your opinion regarding the importance of that competency in executing your job as an extension agent in the Florida Cooperative Extension Service.

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| A. Program Planning | | | | | | |
| A-1. Develop a calendar of activities | 0 | 1 | 2 | 3 | 4 | 5 |
| A-2. Determine needs of clientele for extension programs | 0 | 1 | 2 | 3 | 4 | 5 |
| A-3. Determine objectives of the county program | 0 | 1 | 2 | 3 | 4 | 5 |
| A-4. Determine program priorities | 0 | 1 | 2 | 3 | 4 | 5 |
| A-5. Prepare an annual program of work for your area of responsibility | 0 | 1 | 2 | 3 | 4 | 5 |
| A-6. Prepare a long-range program of work | 0 | 1 | 2 | 3 | 4 | 5 |
| A-7. Use an advisory committee | 0 | 1 | 2 | 3 | 4 | 5 |
| A-8. Involve co-workers and community agencies in program planning | 0 | 1 | 2 | 3 | 4 | 5 |
| A-9. Involve specialists and other resource people in program planning | 0 | 1 | 2 | 3 | 4 | 5 |
| A-10. Involve extension support groups and clientele traditionally served in program planning | 0 | 1 | 2 | 3 | 4 | 5 |
| A-11. Organize an advisory committee | 0 | 1 | 2 | 3 | 4 | 5 |
| B. Program Execution | | | | | | |
| B-1. Follow a calendar of activities | 0 | 1 | 2 | 3 | 4 | 5 |
| B-2. Follow a written program of work | 0 | 1 | 2 | 3 | 4 | 5 |
| B-3. Provide leadership for program planning and execution | 0 | 1 | 2 | 3 | 4 | 5 |
| B-4. Develop rapport with clientele | 0 | 1 | 2 | 3 | 4 | 5 |
| B-5. Complete SEMIS Reports | 0 | 1 | 2 | 3 | 4 | 5 |
| B-6. Use a variety of techniques to influence people to change | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| B-7. Involve others in executing plans | 0 | 1 | 2 | 3 | 4 | 5 |
| B-8. Identify and use early adopters or opinion leaders in extension programs | 0 | 1 | 2 | 3 | 4 | 5 |
| B-9. Conduct farm and home visits | 0 | 1 | 2 | 3 | 4 | 5 |
| B-10. Select cooperators for trials and result demonstrations | 0 | 1 | 2 | 3 | 4 | 5 |
| B-11. Develop problem solving skills in clientele | 0 | 1 | 2 | 3 | 4 | 5 |
| C. Evaluation | | | | | | |
| C-1. Evaluate the effectiveness of a county or multi-county extension program | 0 | 1 | 2 | 3 | 4 | 5 |
| C-2. Evaluate your performance as an extension agent | 0 | 1 | 2 | 3 | 4 | 5 |
| C-3. Evaluate the performance of the extension staff | 0 | 1 | 2 | 3 | 4 | 5 |
| C-4. Interpret the impact of change and/or trends upon clientele served | 0 | 1 | 2 | 3 | 4 | 5 |
| C-5. Develop survey instruments | 0 | 1 | 2 | 3 | 4 | 5 |
| C-6. Conduct surveys | 0 | 1 | 2 | 3 | 4 | 5 |
| C-7. Interpret results of a survey | 0 | 1 | 2 | 3 | 4 | 5 |
| C-8. Analyze reports | 0 | 1 | 2 | 3 | 4 | 5 |
| C-9. Evaluate results of an extension event or activity | 0 | 1 | 2 | 3 | 4 | 5 |
| D. Research | | | | | | |
| D-1. Interpret research findings | 0 | 1 | 2 | 3 | 4 | 5 |
| D-2. Apply research findings when making recommendations to clientele | 0 | 1 | 2 | 3 | 4 | 5 |
| D-3. Use the experimental approach (research trials or demonstration plots) in extension work | 0 | 1 | 2 | 3 | 4 | 5 |
| D-4. Cooperate with experiment station and university research faculty | 0 | 1 | 2 | 3 | 4 | 5 |
| D-5. Identify problems requiring additional research | 0 | 1 | 2 | 3 | 4 | 5 |
| D-6. Keep current in research findings | 0 | 1 | 2 | 3 | 4 | 5 |
| D-7. Conduct a literature search utilizing library resources without the aid of a computer | 0 | 1 | 2 | 3 | 4 | 5 |
| D-8. Conduct a literature search utilizing computer services | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| **E. Communication** | | | | | | |
| E-1. Conduct telephone conversations | 0 | 1 | 2 | 3 | 4 | 5 |
| E-2. Establish communications among members of the county extension staff | 0 | 1 | 2 | 3 | 4 | 5 |
| E-3. Compose written communication | 0 | 1 | 2 | 3 | 4 | 5 |
| E-4. Write and/or complete reports | 0 | 1 | 2 | 3 | 4 | 5 |
| E-5. Communicate orally to groups | 0 | 1 | 2 | 3 | 4 | 5 |
| E-6. Communicate orally to individuals | 0 | 1 | 2 | 3 | 4 | 5 |
| E-7. Communicate non-verbally | 0 | 1 | 2 | 3 | 4 | 5 |
| E-8. Possess listening skills | 0 | 1 | 2 | 3 | 4 | 5 |
| E-9. Prepare and present radio programs | 0 | 1 | 2 | 3 | 4 | 5 |
| E-10. Prepare and present TV programs | 0 | 1 | 2 | 3 | 4 | 5 |
| E-11. Prepare newspaper articles | 0 | 1 | 2 | 3 | 4 | 5 |
| **F. Administration** | | | | | | |
| F-1. Manage work consistent with resources | 0 | 1 | 2 | 3 | 4 | 5 |
| F-2. Coordinate use of equipment, facilities and resources with office staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-3. Assist in budget preparation | 0 | 1 | 2 | 3 | 4 | 5 |
| F-4. Supervise budget expenditures | 0 | 1 | 2 | 3 | 4 | 5 |
| F-5. Possess knowledge of the history, philosophy, objectives and organization of the extension service | 0 | 1 | 2 | 3 | 4 | 5 |
| F-6. Formulate realistic goals for the extension program | 0 | 1 | 2 | 3 | 4 | 5 |
| F-7. Manage time effectively | 0 | 1 | 2 | 3 | 4 | 5 |
| F-8. Coordinate work schedules of staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-9. Follow proper business procedures in acquiring resources and expending funds | 0 | 1 | 2 | 3 | 4 | 5 |
| F-10. Identify the long-range facility, equipment and supply needs | 0 | 1 | 2 | 3 | 4 | 5 |
| F-11. Select and supervise personnel | 0 | 1 | 2 | 3 | 4 | 5 |
| F-12. Understand how policies are formulated | 0 | 1 | 2 | 3 | 4 | 5 |
| F-13. Identify policies specific to your area(s) of responsibility | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| F-14. Supervise secretaries and other support staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-15. Organize and use staff committees | 0 | 1 | 2 | 3 | 4 | 5 |
| F-16. Conduct staff conferences | 0 | 1 | 2 | 3 | 4 | 5 |
| F-17. Promote intra-office communications | 0 | 1 | 2 | 3 | 4 | 5 |
| F-18. Develop in staff members an understanding of their role | 0 | 1 | 2 | 3 | 4 | 5 |
| F-19. Delegate responsibility and authority | 0 | 1 | 2 | 3 | 4 | 5 |
| F-20. Orient new staff members | 0 | 1 | 2 | 3 | 4 | 5 |
| F-21. Communicate extension policies and procedures on promotion and salary | 0 | 1 | 2 | 3 | 4 | 5 |
| F-22. Identify retirement and insurance policies and procedures | 0 | 1 | 2 | 3 | 4 | 5 |
| F-23. Explain fringe benefit policy | 0 | 1 | 2 | 3 | 4 | 5 |
| F-24. Provide recognition for staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-25. Maintain staff morale | 0 | 1 | 2 | 3 | 4 | 5 |
| F-26. Prepare job descriptions | 0 | 1 | 2 | 3 | 4 | 5 |
| F-27. Select competent staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-28. Develop leadership potential in staff | 0 | 1 | 2 | 3 | 4 | 5 |
| F-29. Provide staff supervision | 0 | 1 | 2 | 3 | 4 | 5 |
| F-30. Analyze personnel records | 0 | 1 | 2 | 3 | 4 | 5 |
| F-31. Determine interrelationships of staff roles | 0 | 1 | 2 | 3 | 4 | 5 |
| G. Understanding Human Behavior | | | | | | |
| G-1. Apply principles of motivation | 0 | 1 | 2 | 3 | 4 | 5 |
| G-2. Identify factors influencing people to become involved | 0 | 1 | 2 | 3 | 4 | 5 |
| G-3. Identify functions of agricultural organizations | 0 | 1 | 2 | 3 | 4 | 5 |
| G-4. Determine the effect of pressure groups on the thinking process | 0 | 1 | 2 | 3 | 4 | 5 |
| G-5. Recognize factors influencing goal setting | 0 | 1 | 2 | 3 | 4 | 5 |
| G-6. Apply factors affecting behavior of people | 0 | 1 | 2 | 3 | 4 | 5 |
| G-7. Ability to influence people to accept change | 0 | 1 | 2 | 3 | 4 | 5 |
| G-8. Analyze the power structure within the community | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| G-9. Identify pressure groups within the community | 0 | 1 | 2 | 3 | 4 | 5 |
| G-10. Utilize knowledge of interaction of people in groups | 0 | 1 | 2 | 3 | 4 | 5 |
| G-11. Utilize the pattern of interdependence of the various groups in the county to cause change | 0 | 1 | 2 | 3 | 4 | 5 |
| H. Public Relations | | | | | | |
| H-1. Manage correspondence promptly | 0 | 1 | 2 | 3 | 4 | 5 |
| H-2. Provide recognition for achievement | 0 | 1 | 2 | 3 | 4 | 5 |
| H-3. Deal with complaints | 0 | 1 | 2 | 3 | 4 | 5 |
| H-4. Promote effective working relationships with the mass media | 0 | 1 | 2 | 3 | 4 | 5 |
| H-5. Establish rapport with orgnizations and agencies | 0 | 1 | 2 | 3 | 4 | 5 |
| H-6. Publicize activities through appropriate channels | 0 | 1 | 2 | 3 | 4 | 5 |
| H-7. Use a camera | 0 | 1 | 2 | 3 | 4 | 5 |
| H-8. Foster supportive relationships with appropriate agencies, organizations and individuals | 0 | 1 | 2 | 3 | 4 | 5 |
| I. Teaching | | | | | | |
| I-1. Identify and use principles and procedures in teaching adults and youth | 0 | 1 | 2 | 3 | 4 | 5 |
| I-2. Employ principles of learning in teaching | 0 | 1 | 2 | 3 | 4 | 5 |
| I-3. Develop instructional materials | 0 | 1 | 2 | 3 | 4 | 5 |
| I-4. Select instructional materials | 0 | 1 | 2 | 3 | 4 | 5 |
| I-5. Select teaching methods and techniques for particular situations | 0 | 1 | 2 | 3 | 4 | 5 |
| I-6. Present information with a lecture | 0 | 1 | 2 | 3 | 4 | 5 |
| I-7. Present a concept, principle or skill through a method demonstration | 0 | 1 | 2 | 3 | 4 | 5 |
| I-8. Present information with the assistance of resource persons | 0 | 1 | 2 | 3 | 4 | 5 |
| I-9. Present information with slides | 0 | 1 | 2 | 3 | 4 | 5 |
| I-10. Present information with sound motion pictures | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| I-11. Present information with televised and video-taped materials | 0 | 1 | 2 | 3 | 4 | 5 |
| I-12. Present information with charts | 0 | 1 | 2 | 3 | 4 | 5 |
| I-13. Present information with a chalkboard | 0 | 1 | 2 | 3 | 4 | 5 |
| I-14. Conduct result demonstrations | 0 | 1 | 2 | 3 | 4 | 5 |
| I-15. Conduct group discussions, panel discussions and symposiums | 0 | 1 | 2 | 3 | 4 | 5 |
| I-16. Design educational exhibits | 0 | 1 | 2 | 3 | 4 | 5 |
| I-17. Employ reinforcement techniques | 0 | 1 | 2 | 3 | 4 | 5 |
| I-18. Employ techniques of group dynamics | 0 | 1 | 2 | 3 | 4 | 5 |
| I-19. Employ the problem solving approach in teaching | 0 | 1 | 2 | 3 | 4 | 5 |
| I-20. Employ questioning techniques | 0 | 1 | 2 | 3 | 4 | 5 |
| I-21. Organize and conduct tours | 0 | 1 | 2 | 3 | 4 | 5 |
| J. Maintaining Professionalism | | | | | | |
| J-1. Identify opportunities for professional improvement | 0 | 1 | 2 | 3 | 4 | 5 |
| J-2. Develop a plan for professional development | 0 | 1 | 2 | 3 | 4 | 5 |
| J-3. Maintain professional competence | 0 | 1 | 2 | 3 | 4 | 5 |
| J-4. Establish and maintain a professional philosophy | 0 | 1 | 2 | 3 | 4 | 5 |
| K. 4-H | | | | | | |
| K-1. Organize a county 4-H foundation committee | 0 | 1 | 2 | 3 | 4 | 5 |
| K-2. Establish criteria for selecting 4-H volunteer leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-3. Train volunteer 4-H leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-4. Develop a constitution and by-laws for county 4-H program | 0 | 1 | 2 | 3 | 4 | 5 |
| K-5. Evaluate 4-H clubs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-6. Identify and apply affirmative action requirements | 0 | 1 | 2 | 3 | 4 | 5 |
| K-7. Develop affirmative action plan dealing with 4-H | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| **Importance Rating**<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | | | | | | |
| K-8. Coordinate 4-H program with other extension programs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-9. Develop 4-H annual plan of work | 0 | 1 | 2 | 3 | 4 | 5 |
| K-10. Explain 4-H project record keeping | 0 | 1 | 2 | 3 | 4 | 5 |
| K-11. Assist volunteer leaders in organizing 4-H clubs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-12. Obtain parental interest, cooperation, and involvement in 4-H activities | 0 | 1 | 2 | 3 | 4 | 5 |
| K-13. Identify and recruit paraprofessionals | 0 | 1 | 2 | 3 | 4 | 5 |
| K-14. Support and supervise paraprofessionals | 0 | 1 | 2 | 3 | 4 | 5 |
| K-15. Teach 4-H paraprofessionals to help meet the needs of the 4-H program | 0 | 1 | 2 | 3 | 4 | 5 |
| K-16. Develop 4-H contests and awards programs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-17. Provide officer training for 4-H officers | 0 | 1 | 2 | 3 | 4 | 5 |
| K-18. Organize 4-H clubs | 0 | 1 | 2 | 3 | 4 | 5 |
| K-19. Divide and reorganize membership when clubs become too large | 0 | 1 | 2 | 3 | 4 | 5 |
| K-20. Coordinate 4-H programs with other youth related organizations | 0 | 1 | 2 | 3 | 4 | 5 |
| K-21. Organize a 4-H advisory council | 0 | 1 | 2 | 3 | 4 | 5 |
| K-22. Coordinate activities of other county professional personnel with 4-H responsibilities | 0 | 1 | 2 | 3 | 4 | 5 |
| K-23. Coordinate work of all volunteer 4-H leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-24. Guide members in selecting projects | 0 | 1 | 2 | 3 | 4 | 5 |
| K-25. Outline the organization and specify the purposes of state 4-H councils | 0 | 1 | 2 | 3 | 4 | 5 |
| K-26. Determine the needs, interests, values, attitudes, and desires of youth | 0 | 1 | 2 | 3 | 4 | 5 |
| K-27. Plan educational programs based on identified needs of youth | 0 | 1 | 2 | 3 | 4 | 5 |
| K-28. Evaluate progress and development of 4-H members | 0 | 1 | 2 | 3 | 4 | 5 |
| K-29. Supervise 4-H member's participation in 4-H events | 0 | 1 | 2 | 3 | 4 | 5 |
| K-30. Identify the importance and uses of youth camps in the 4-H program | 0 | 1 | 2 | 3 | 4 | 5 |
| K-31. Maintain a working relationship among volunteer 4-H staff | 0 | 1 | 2 | 3 | 4 | 5 |

| Professional Competencies | Degree of Importance | | | | | |
|---|---|---|---|---|---|---|
| Importance Rating<br>0. - No Importance (Not Applicable)<br>1. - Very Low Importance<br>2. - Low Importance<br>3. - Moderate Importance<br>4. - High Importance<br>5. - Very High Importance | No Importance (Not Applicable) | Very Low Importance | Low Importance | Moderate Importance | High Importance | Very High Importance |
| K-32. Recruit volunteer 4-H leaders | 0 | 1 | 2 | 3 | 4 | 5 |
| K-33. Solicit contributions for county 4-H programs | 0 | 1 | 2 | 3 | 4 | 5 |

Directions: List any additional competencies that you believe are important but have not been included on the instrument and rate those competencies.

L. Additional Competencies

| | | | | | | |
|---|---|---|---|---|---|---|
| L-1. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-2. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-3. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-4. _____ | 0 | 1 | 2 | 3 | 4 | 5 |
| L-5. _____ | 0 | 1 | 2 | 3 | 4 | 5 |

APPENDIX D

Initial Cover Letter
to County and
Multi-County Staff

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

February 9, 1979

Dear Colleague:

The Department of Agricultural and Extension Education is conducting a study to determine the professional competencies needed by county and multi-county extension personnel in Florida. Your assistance is needed in completing the enclosed questionnaire and is vital to the success of this study. Data from this study will be used in restructuring the extension education curriculum at the University of Florida.

Please read the instructions on the front of the questionnaire prior to completing it. Remember you are completing the questionnaire based upon the importance of each competency to you as an extension agent in executing your job. A self-addressed, stamped envelope is enclosed for returning the completed questionnaire. Please complete and return it prior to February 23, 1979.

Thank you for your time, cooperation, and assistance.

Sincerely yours,

Carl E. Beeman
Professor and Chairman

Jimmy G. Cheek
Assistant Professor

Max B. McGhee
Assistant Professor

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, or national origin.

APPENDIX E

Initial Cover Letter
to State Staff

UNIVERSITY OF FLORIDA
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

February 9, 1979

Dear Colleague:

The Department of Agricultural and Extension Education is conducting a study to determine the professional competencies needed by county and multi-county extension personnel in Florida. Your assistance is needed in completing the enclosed questionnaire and is vital to the success of this study. Data from the study will be used as a basis for restructuring the extension education curriculum at the University of Florida.

Please read the instructions on the front of the questionnaire prior to completing it. Remember that you are completing the questionnaire according to the needs of the county or multi-county extension agents as you see them. A self-addressed, stamped envelope is enclosed for returning the completed questionnaire. Please complete and return it prior to February 23, 1979.

Thank you for your time, cooperation and assistance.

Sincerely yours,

Carl E. Beeman
Professor and Chairman

Jimmy G. Cheek
Assistant Professor

Max B. McGhee
Assistant Professor

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

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APPENDIX F

Follow-up Letter
to County and Multi-County Staff

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

March 8, 1979

MEMORANDUM:

TO: County and Multi-County Extension Agents of the Florida Cooperative Extension Service

FROM: Carl E. Beeman, Jimmy G. Cheek, and Max B. McGhee

SUBJECT: Professional Competencies Needed by County and Multi-County Extension Agents of the Florida Cooperative Extension Service

On February 9, 1979 you were mailed a questionnaire designed to determine the professional competencies needed by county and multi-county extension agents in Florida. Because of delays that we could not control, some of you received the questionnaire very close to the date that we requested it be returned and consequently could not meet the return date. We regret that occurred, but assure you that we do want your participation in this project. As of this date we have not received your completed questionnaire and we are depending on your assistance in providing the necessary data for this study. While many responses have already been received, the study will be more valid if your opinions are included.

If you have not returned the opinionnaire, it would be appreciated if you would take a few minutes today to complete and return it. We have enclosed another questionnaire and a self-addressed, stamped envelope just in case you did not receive our first letter and questionnaire. The information that you provide will be combined with information provided by other respondents; consequently, neither counties nor individuals will be identified.

Your assistance in this matter will be appreciated.

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

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APPENDIX G

Follow-up Letter
to State Staff

UNIVERSITY OF FLORIDA
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

March 8, 1979

MEMORANDUM:

TO: State Staff of the Florida Cooperative Extension Service

FROM: Carl E. Beeman, Jimmy G. Cheek, and Max B. McGhee

SUBJECT: Professional Competencies Needed by County and Multi-County Extension Agents of the Florida Cooperative Extension Service

On February 9, 1979 you were mailed a questionnaire designed to determine the professional competencies needed by county and multi-county extension agents in Florida. We have not received your completed questionnaire and we are depending on your assistance in providing the necessary data for this study. While many responses have already been received, the study will be more valid if your opinions are included.

If you have not returned the opinionnaire, it would be appreciated if you would take a few minutes today to complete and return it. We have enclosed another questionnaire and a self-addressed, stamped envelope just in case you did not receive our first letter and questionnaire. The information that you provide will be combined with information provided by other respondents; consequently, individuals will not be identified. Please keep in mind that you are answering the questionnaire in terms of the competencies needed for county staff as you perceive them.

Your assistance in this matter will be appreciated.

CEB/cc
Enclosure

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, or national origin.